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DEPARTMENT OF PUBLIC INSTRUCTION

Issued under the authority of the Director of Public Instruction Madras

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Guide Book on Citizenship Activity in Schools

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1949

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JAI HIND

WE are children of a great and mighty country. Our country has attained freedom. We have now to concentrate on making her great in other ways also. True greatness lies not in the power of arms but by having prosperous, contented and productive people. We have, therefore, to build up the greatness of the people for the greatness of India, so that she may become the soul and symbol of a great and productive human activity.—*Pandit Nehru*

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DEPARTMENT OF PUBLIC INSTRUCTION

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Guide Book on Citizenship Activity in Schools

1241

T. V. NILAKANTAM
Citizenship Special Officer

21.5, 14, 84

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FOREWORD

WHILE Citizenship Training has undoubtedly many of the elements of scouting, it is different from scouting. The activities in scouting are retained and exploited for purposes of education in Citizenship Training Courses and it is necessary that we should appreciate this aspect to fully understand its implications.

The objective of education is man-making as the Great Swami Vivekananda put it. Along with the child's intellect, his courage, character and social sense must also be developed and that is the objective of Citizenship Training.

This Guide Book has been drawn up with a view to give guidance to the numerous teachers engaged in schools in the great duty of imparting Citizenship Training. I am sure with experience this book will admit of many improvements. The Government will be happy if this small book gives any help to the teachers in this direction.

T S Avinashilingam

Hon'ble Minister for Education.

FORT ST. GEORGE,
27th July 1948.

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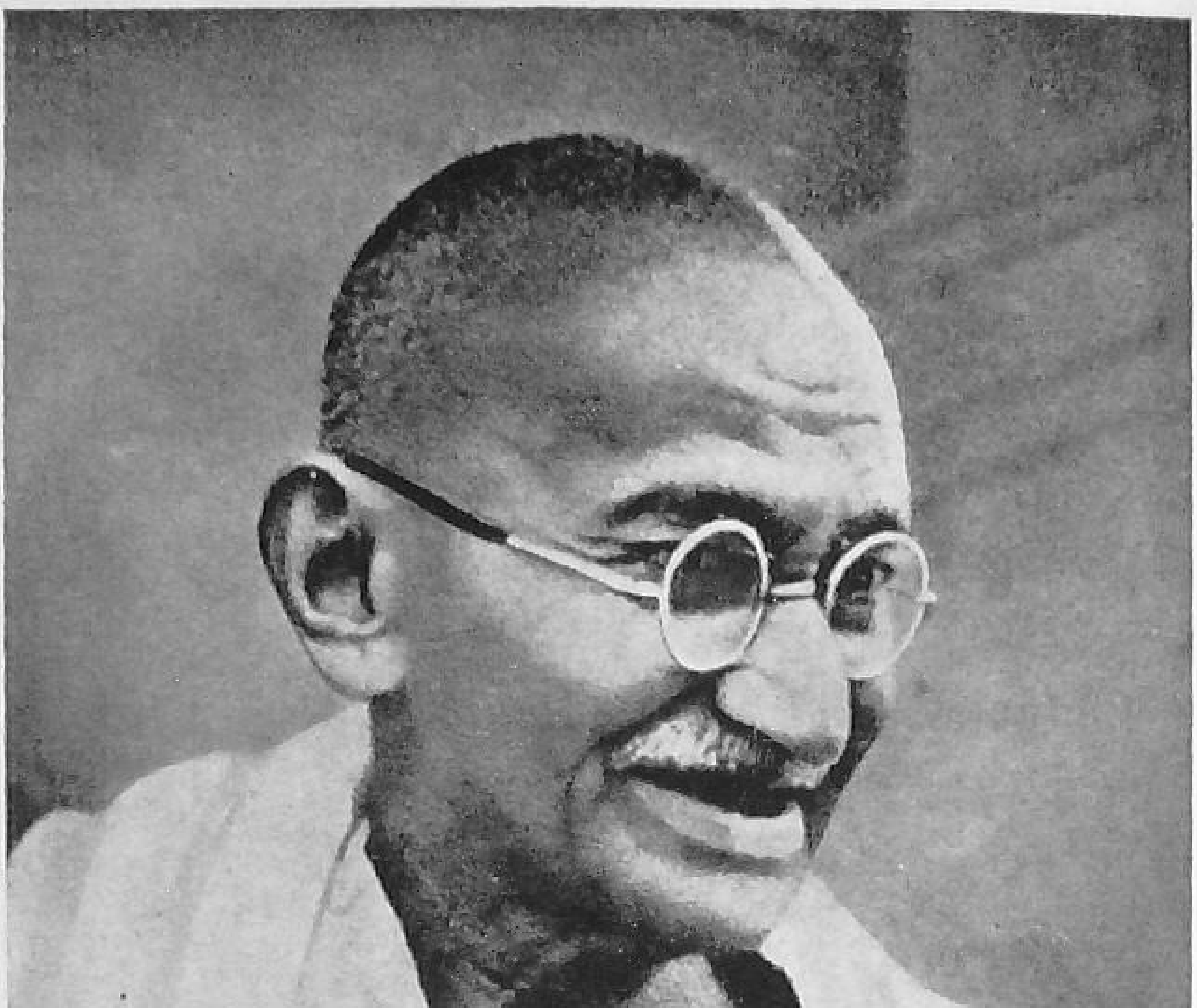


MAHATMA GANDHIJI

The Father of the Indian Nation and the Greatest of World Citizens

ED87

Citizenship Activity in Schools

Introductory

A GOOD CITIZEN is one who lives usefully and harmoniously with his fellowmen, making life enjoyable and comfortable for them and for himself.

A Good Citizen is a true patriot.

A Good Citizen realizes the rights and privileges of others, as well as the value of everything that makes for the common good ; and he leads his life in such a manner that it is productive of the greatest good to the people among whom he lives.

Thoughtfulness for others is a very important characteristic of a Good Citizen.

Citizenship is a matter of attitude towards life.

Citizenship means rights, but a good citizen thinks of other people's rights in preference to his own. He knows that if every citizen does so, it would bring about harmony everywhere.

A feeling of patriotism and love of country, a sound and dependable character, willingness and ability to do hard work in the interest of the common good, a sense of honour, a sense

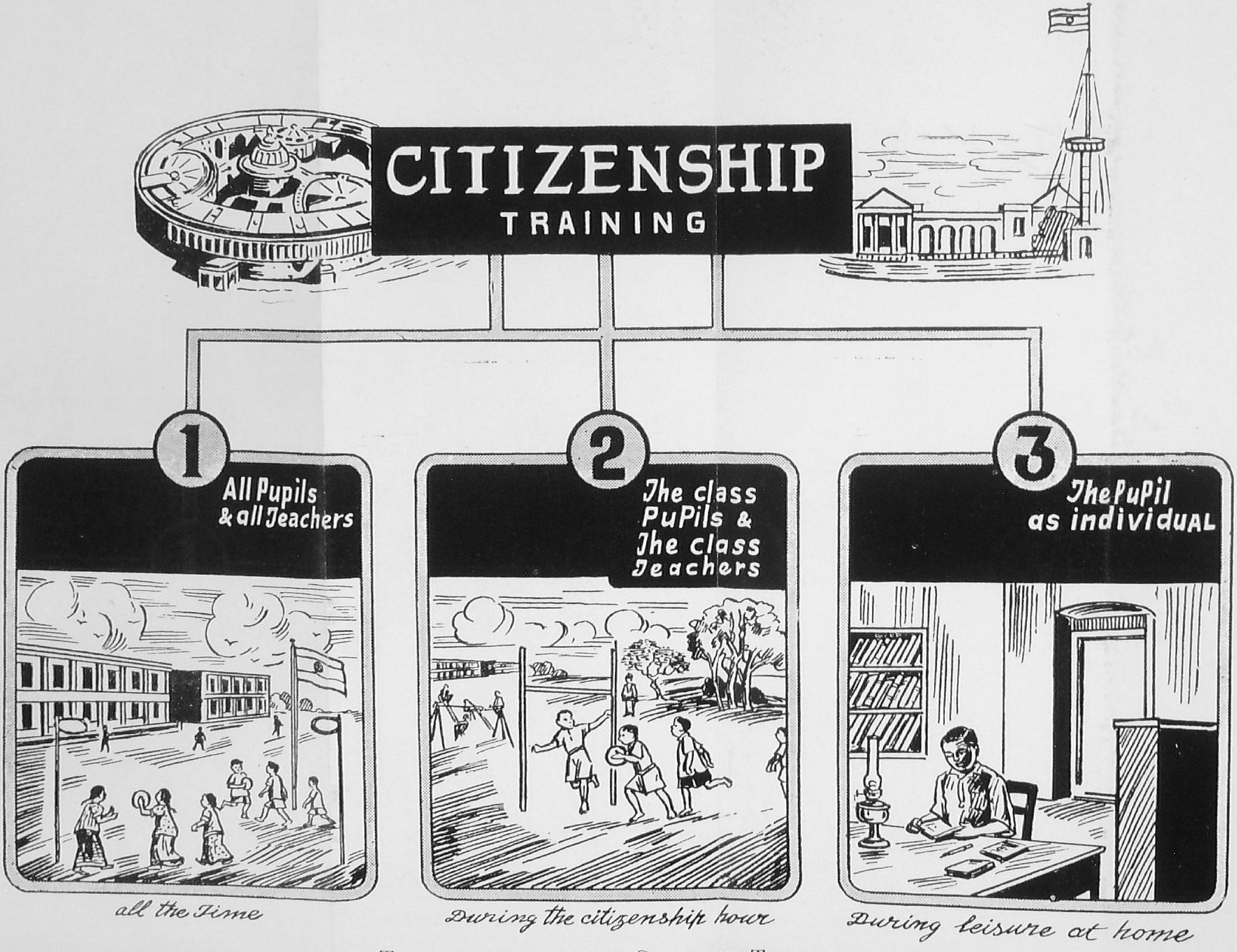
of responsibility, a desire and willingness to co-operate with others for the common welfare, a spirit of tolerance, keen intelligence, ability to observe things and to draw correct inferences, a reliable sense of judgment, self-confidence, self-reliance, the power to appreciate art and also what is beautiful and wonderful in nature, a sense of humour and a cheerful disposition, are some of the qualities essential for a Good Citizen.

These good qualities can come only by learning to acquire them, that is to say by practising them in real everyday situations. They cannot be acquired merely by listening to talks or by reading books.

Citizenship then is a matter of training. The young individual has to acquire its attributes by the very efficient method of "learning by doing", by assuming citizenship duties in a sphere accessible and available to him, and by making good use of them.

To think straight; to be able to reason clearly and correctly and to form judgments which are safe and sound, and not vitiated by any prejudice or predilection; to be able to judge the needs of the locality where one lives and to plan and carry out all that is necessary in the interest of common welfare; to be able to express one's views calmly and clearly, and with a firmness born of the courage of one's conviction, but nonetheless so self-disciplined as to yield to the opinion of the majority and to abide by its decision without the least grousing or dissatisfaction about it—these seem to be indispensable elements in the education of a properly equipped citizen.

Boys and girls who are pupils in our schools to-day are the citizens of to-morrow. When they grow up, some of them may be called on to take up very responsible positions in the administrative machinery of the State, and many of the others may be called upon to serve the country in more ordinary, but nonetheless important, positions as citizens.



The different aspects of Citizenship Training

Boys and girls have to be helped to grow up i
citizens and made fit for the duties awaiting them.

Schools can attempt this National Service w
success.

And teachers are in the best position to help.

Aims of Citizenship Training

Citizenship training as adopted in schools has the following aims :—

(i) To train boys and girls in the principles of self-government, and in the working of democratic institutions ;

(ii) to help them to build up leadership and a sense of responsibility ;

(iii) to help them to build up character traits which will enable them to live as patriotic and useful citizens ;

(iv) to help them to imbibe a proper "Social Sense," so that they will be good and useful neighbours, in a spirit of mutual understanding, tolerance, and co-operation ;

(v) to help them to experience the joys and pleasures of out-door life, to learn to appreciate the beauties of nature and nature's ways, and to get glimpses of God's great plan ; and

(vi) to develop in them a taste for hobbies and handicrafts, enabling their being usefully engaged during their leisure moments.

Methods of working out these aims

Citizenship Training is regarded as activity rather than instruction and it is looked upon as consisting of three parts.

Citizenship Activity—Part I

The whole school is organized into a republic and the boys and girls are asked to manage their own affairs on sound

democratic lines. The School Assembly conducted every morning brings the entire school before the eye of every pupil, and the discipline and control which the pupils exercise over themselves have a salutary effect on the general discipline of the school. Through school activities of various kinds planned and carried out by themselves the pupils acquire practical training in administrative duties. The school Parliament which is regarded as the sovereign authority in the school subject only to the guidance and control of the Head of the Institution, and which consists of representatives elected by the student body, constitutes a very valuable training ground not only for discussions and debates but also for learning how to administer representative institutions. All these form the most essential part of Citizenship Training and they apply to the entire school, from the Sixth Form down to the First Form. All pupils and all Teachers come within the scope of Part I during the *entire* term.

Working out Part I therefore consists in recasting the school organization in such a way that it provides the pupils full scope for taking up responsibility and for discharging it satisfactorily. The School is thus a self-governing institution ; and the boys work out its administration to the best of their ability. Guided and helped by the Head Teacher and the rest of the staff the pupils are engaged in constant planning, and in systematically working out the plans so made by them. These are two very important aspects of this activity ; and as a result the pupils acquire training in responsibility ; they are trained in leadership ; and they also learn how to administer an institution.

Citizenship Activity—Part II

Apart from this general aspect referred to as Part I, there are certain activities which the boys and girls attempt during the periods specifically set apart for the purpose on the Class Time-Table. The pupils do this work under the guidance

and direction of the Class Teacher. This work which may be described as Part II is carried out in an atmosphere of freedom, and with considerable initiative and responsibility on the part of the pupils themselves. The atmosphere of informality that prevails enables the Teacher to make a close and intimate study of the individual pupil and to guide him. Part II thus not only provides the pupils with useful activities but it also gives them opportunities for building up leadership and other valuable qualities helpful for living in social groups.

Some of the different aspects of Citizenship Training coming under this part are—

Training in observation ; reading " signs " and drawing conclusions ; learning things which will be of use in doing service to others ; studying the locality and the people, and developing a close understanding and a spirit of neighbourliness ; developing a taste for out-door life and its attractions ; gaining a knowledge of the beauties and wonders of nature, leading ultimately to an understanding of God and His great love for all. Through activities of this kind, the pupils are enabled to grow into healthy, happy and helpful citizens ; and they also develop a feeling of friendliness and thoughtfulness for all, and a spirit of service coupled with a sense of Citizenship.

The activities contemplated are of absorbing interest to the pupils. They would naturally be drawn to them, and all that the teacher has to do is to give them necessary facility, support and encouragement. He will be able to bring about the very best results if he can unbend himself a little and join in the activities and be a pupil among pupils, and a friend and comrade to all of them. This aspect of Citizenship Training described as Part II was introduced in the Fourth Form and in the First Form in 1948–49 and is being progressively extended to the Second and Third Forms.

Citizenship Activity—Part III*

Apart from the abovementioned aspects of Citizenship Training referred to as Part I and Part II, there is another which provides useful occupation for the individual boy or girl for leisure moments during the time spent at home. Certain types of handicrafts and useful activities are made available for the pupil to choose from according to the pupil's own taste, and the pupil who is encouraged to exercise his own initiative and gather useful knowledge and also incidentally develops a suitable hobby. The progress made by the individual is taken into consideration, and when it is found that the necessary degree of proficiency is attained, the school awards what are called Proficiency Badges to the pupil.

To sum up, Part I relates to the time spent at school, and it affects all the pupils of all the Forms and all the Teachers without exception ;

Part II relates to the periods specifically provided on the time-table and affects the pupils and the teachers of the particular Classes to which the part is extended ; and

Part III (like Part I) affects all the pupils of all the Classes (Forms VI to Form I without exception) but relates only to the leisure moments the individual pupil has at home.

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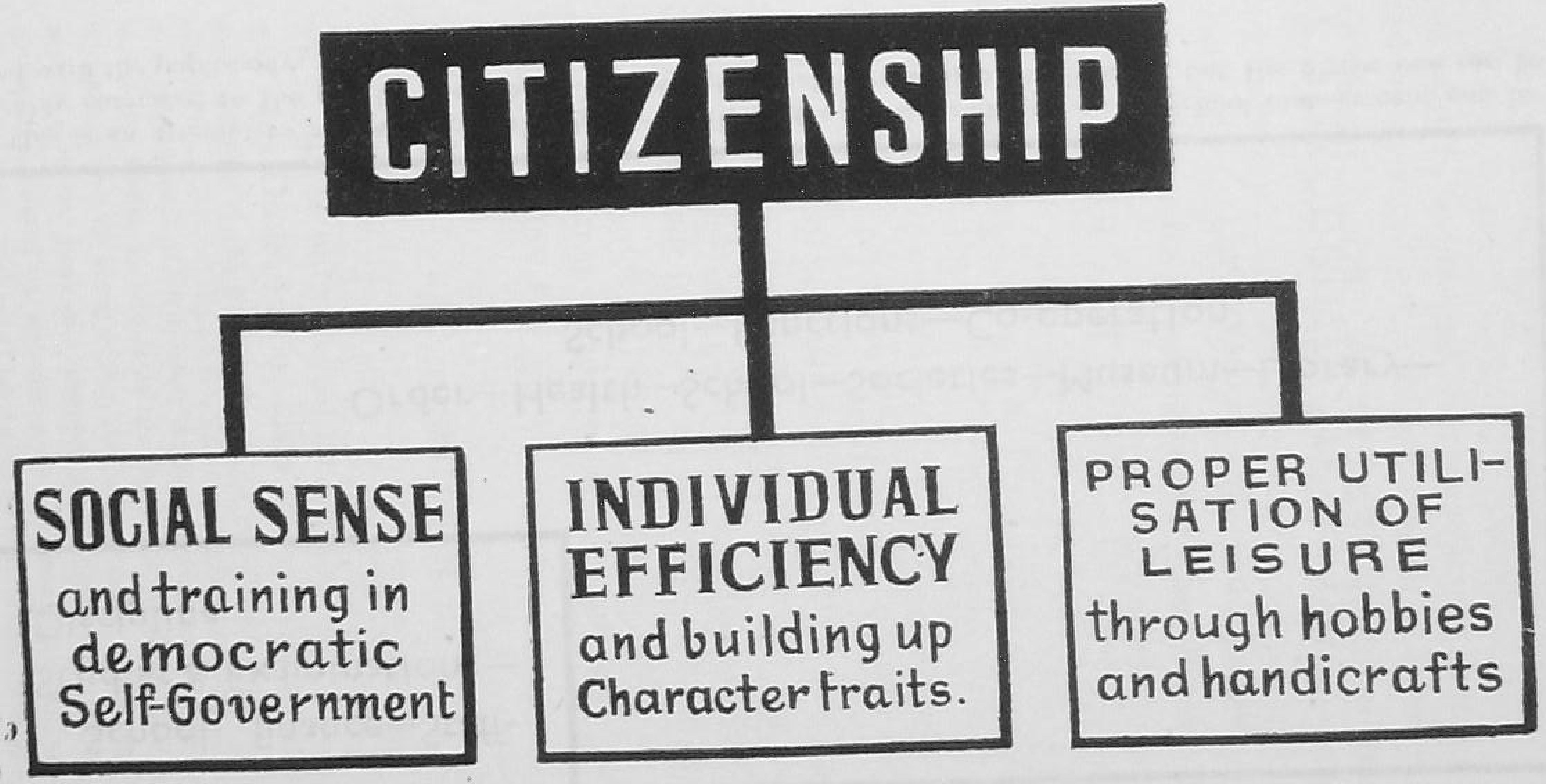
* This is a new classification. The activity dealt with here was included in Part II and is referred to in the syllabus as Part II-B. But it seems to be more appropriate to regard it as a separate part by itself, and it is here so dealt with.

NOTE.—In addition to these three aspects of Citizenship education which directly aim at the instilling of citizenship qualities, there is a fourth one of a general nature. This consists of giving citizenship emphasis and citizenship outlook through the several subjects which are taught in the school. Among the subjects which are admirably suited for this purpose are Social Studies, Languages, Mathematics and Science. By a careful correlation it is possible to give the pupils a sense of citizenship of the right type ; and in due course they will be trained to have a right outlook on life. An Association for Education in Citizenship on these lines has been in existence in England for over twelve years, and its membership includes eminent educationists and famous educational institutions. Teachers who appreciate the principle behind the idea can strive their utmost to bring a citizenship outlook to bear on the teaching that they do.



Part I. Part II. Part III.

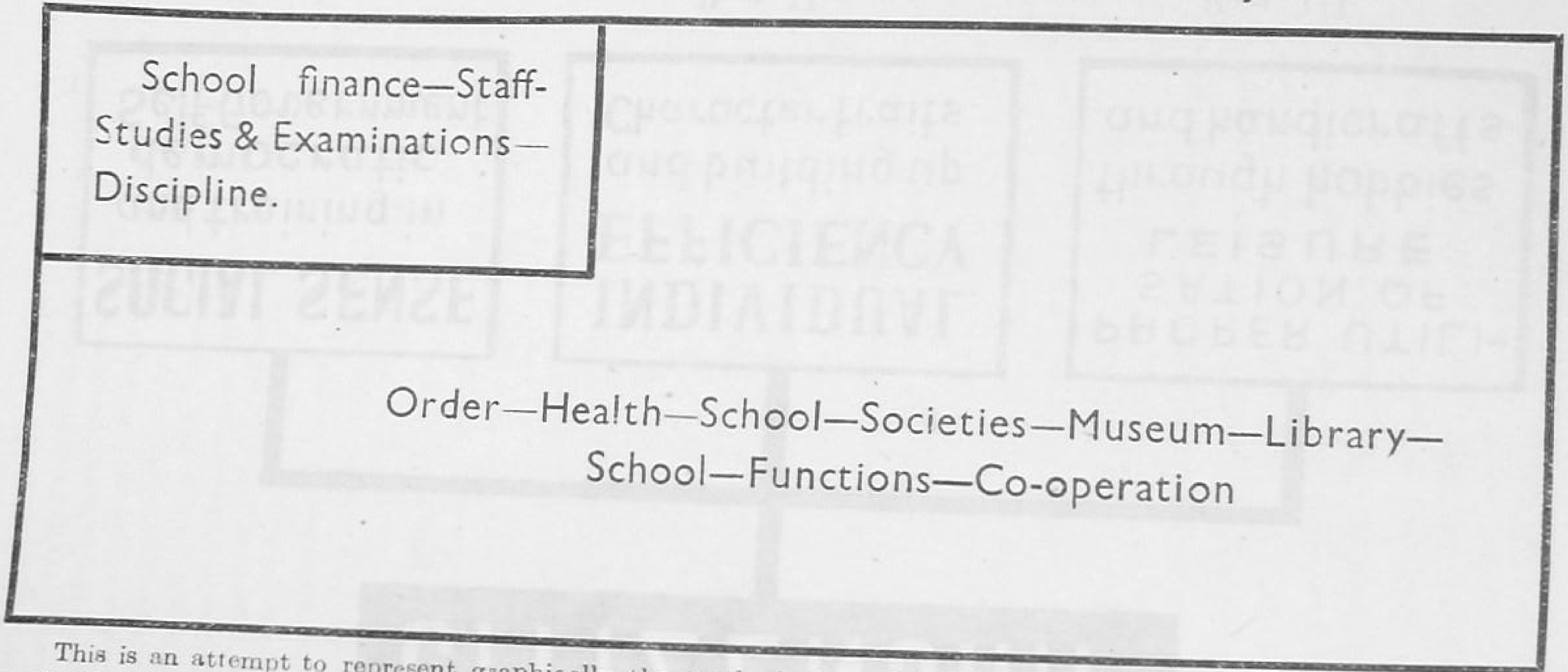
THE IDEA BEHIND THE THREE PARTS.

Part I which is training in the principles of self-government derives its inspiration from the Dominion Parliament, ;the Provincial Legislature, the District Board, the Municipal Corporation and the Municipal Council.

Parts II and III which aim at individual efficiency and the development of hobbies and handicrafts derive inspiration from scouting and scout activities.

SCHOOL ADMINISTRATION

How it is Shared with the Student body



This is an attempt to represent graphically the truth that a substantial portion of School management can be profitably entrusted to the pupils. Let the H.M. keep the smaller rectangle for himself, but the bigger one can be shared with the pupil-body.

Citizenship Activity—Part I*

Government of the Pupils by the Pupils, for the Pupils

A SENSE OF RESPONSIBILITY is essential for a citizen. To undertake responsible tasks on behalf of the community (the people among whom he lives) and to discharge such duties consciously and well, having the general welfare of all as the main motive, is one of the outstanding characteristics of a good citizen. This attribute comes only by actual experience.

If the school is constituted as a Republic (or a self-governing State) and if the pupils are encouraged by their effort to establish good order, good health and good government, they shall have learnt in a few months principles of self-government which cannot be explained to them even in a few years. And the intimate experience that this will give them is of lasting influence and value.

SECTION I

The following are some of the aspects of school management which can be entrusted to the pupil-body :—

(*a*) Duties in the class room such as maintaining order and silence during the temporary absence of teachers ; taking

* This aspect of Citizenship Activity is for the entire school, from Form VI down to Form I, and it is in force all the time. All teachers and pupils without except on come within the operation of this Part The aim of this aspect is the inst lling of a proper Social Sense, the developing of executive ability and leadership, and the rousing of interest in the proper functioning of the school body politic. The entire school is concerned with this aspect of Citizenship Training.

the class attendance; keeping teaching aids ready for the teacher and seeing to their safety and safe return; collecting note-books for inspection by the teacher, and returning them later on; keeping an oversight on the safety and order of the articles in the class room; and maintaining tidiness and neatness in the class room, in its vicinity, and in places used by the class for its activities.

(*b*) Duties relating to the school library such as issuing library books, receiving them back, and helping the Librarian in the periodical checking of the books.

(*c*) Duties relating to school societies, such as the debating society, the dramatic society, etc., and also in relation to activities like sports, physical education, school excursions, school exhibitions, school social service projects, school garden, school museum, school aviary, aquarium and so on. Duties relating to the garden would include seeing that the plants, etc., are duly watered and otherwise looked after. Duties relating to the school museum, the aviary and the aquarium, would include making and arranging the collections and looking after the live specimens.

(*d*) Duties relating to the daily Assembly;

(*e*) Watch and ward duties which would include the ringing of the school bell at proper times, the opening of the gate when required and keeping it closed and locked during hours fixed.

(*f*) Duties relating to sanitation, such as seeing that the common areas, common halls and verandas and sanitary conveniences are kept neat and in a good state of cleanliness.

These are only illustrative, not exhaustive.

Duties should be drawn up in detail with reference to the special needs of the school and with reference to the scope it provides.

It will be noticed that barring a few important subjects like school Finance, School staff, School Discipline, Studies and Examinations, almost every aspect of school administration can,

profitably be entrusted to the pupil-body for being attended to by it. The authority that the School Parliament or the School or Class Council may exercise in this regard is ultimately derived from the Head of the Institution, and held at his pleasure. Such authority would be available to the pupil-body while the administration is carried on in a way worthy of the trust that is reposed in it and the Head Teacher would not hesitate to revoke his authority should necessity arise. When however the administration is undertaken and carried out in the right spirit he would really do all he can to help it, and he does so because of the great educative value of such a measure.

SECTION II

A school has several Forms, and each Form may have more than one section. Each section of a Form is referred to in this Guide Book as a Class.

The Class

Each class has a class teacher. He is the one who meets the pupils oftenest and therefore has the most opportunity of knowing them.

A class consists of forty pupils (more or less).

Classes are known by distinctive names. Names of heroes, or of historic places associated with some great event, or names referring to some great aspect of Indian life, can be adopted for the purpose. The names are chosen by the pupils themselves. The name chosen should have a special significance for the class and should be an inspiration to the pupils.

The Squad

The class is divided into " Squads " of six to eight pupils. Eight is a convenient number, and it is small enough to give equal opportunity to all. With nine or ten the Squad would become unwieldy. Squads of less than six would be too small.

It is best that all the members of the Squad come from the same neighbourhood.

The Squad is a self-governing unit. It is composed of individuals ; but the individuals sink their individuality in the common good, and they develop a squad consciousness and " Squad Spirit ".

The Squad undertakes duties by rotation, or, as and when they are assigned to them ; and every member of the Squad makes it a point of honour to see that the job undertaken by the Squad is executed satisfactorily and in good spirit.

Squads are known by names of their own choice. Names of great mountains (for Boy Squads), great rivers (for Girl Squads), names of great figures belonging to the country's history or occurring in the country's epics or literature, or other names which inspire the boys or girls may be chosen.

The Squad Leader

The Squad is under the guidance of a pupil leader called the Squad Leader. He is one of the pupils belonging to the Squad. He is elected by his comrades to that office ; and once he is elected he gets all the loyalty and support that his comrades can give.

The Squad Leader chooses his own assistant, an Assistant Squad Leader.

The Squad Leader and the Assistant Squad Leader hold office for the year.

Instead of electing the Squad Leader outright at the very beginning of the school year, it may be well for each Squad to elect a panel of three names (say) and to try each one of them a week or fortnight and when all the members of the panel have had a chance of proving their ability and qualities of leadership the Squad elects the permanent Squad Leader from out of the three whose ability has been so tested. This is an alternative suggestion.

The appointment of Squad Leaders should be subject to formal approval of the Head Teacher.

The Squad Leader is a member of the Squad, like the others ; but he has responsibility for the Squad.

The Class Pupil Leader

One of the pupils of the class is elected as the Class Pupil Leader. He is responsible for the whole class ; and all that is necessary to be done in the interest of the class is planned by him in co-operation with the Squad Leaders. Division of the class into different Squads enables the Class Pupil Leader to assign separate jobs to each of them. The jobs connected with the class as a whole can be divided into convenient lots and each set of jobs can be entrusted to a Squad, permanently or for a particular period, say one month. The Class Pupil Leader will draw up a scheme for distribution of duties ; and he will see that all the important duties connected with the class are entrusted to one or other of the Squads. He will also see that by proper rotation each Squad has a proper share in the looking after the needs of the class.

The Class Pupil Leader will also undertake on behalf of his class any special task that may be assigned to it by the School Pupil Leader. The successful manner in which it is discharged will bring credit to the class.

The Class Council

The Class Council is an executive body which considers all questions connected with the administration of the class. This consists of the Class Pupil Leader and the Squad Leaders. Assistant Squad Leaders will attend, but they do not vote. The Class Pupil Leader will function as the Chairman of this Council; and decisions taken by the Class Council will be binding on all the Squads and on the class as a whole. The Class Pupil Leader has the responsibility of seeing that decisions taken are satisfactory and sound. He will have the advice of the class teacher who will be present at the meeting, and help the proceedings without imposing his views on them.

One of the members of the Class Council is elected as Secretary, and he writes the minutes, and maintains also a a full record of the proceedings.

The School Pupil Leader

The school as a whole elects one of the pupils of the school to be its representative for the year. A formal election will be held for this purpose; and the pupil who gets the highest vote will be declared School Pupil Leader. The School Pupil Leader is responsible to see that the school is properly formed and drawn up for the daily assembly and also at other formal functions. He acts as a Pupil Assistant to the Head Teacher in all general matters. He is interested in the tidiness and neatness and safety of the school building, furniture, etc. He is also interested in the general neatness and tidiness of the entire school area including the class rooms, the playground and other places forming part of the school. He is responsible for all arrangements connected with school functions, and visits by distinguished persons. At all school functions

the School Pupil Leader takes an important part. He occupies a position of importance commensurate with his position as Representative of the School.

The Election of Class Pupil Leader

Class Pupil Leaders may be elected at the beginning of the school year. If preferred, the suggestion made with regard to Squad Leaders may be adopted in this case also. A Returning Officer is appointed and the election is made by show of hands or by secret ballot as may be decided by the class at its election meeting.

The Election of the School Pupil Leader

The election of the School Pupil Leader is the most important of the school elections and it may be done on the following lines. The school is made to understand the significance of the election a few days before the election is actually to be held. A Returning Officer is appointed and the date of the election is announced. At the election meeting nominations are made and votes taken. Voting may be by ballot or by show of hands, as may be decided by the meeting itself. Voting by ballot must be encouraged. Proper ballot paper, polling booths, etc., may be used.

The School Council

The School Council is an executive body which considers all questions connected with the school. This body consists of the School Pupil Leader and the Class Pupil Leaders. It meets whenever there is need. The School Pupil Leader will act as its President, and he will also carry out its decisions. The Head Teacher attends and guides the council.

School Parliament

A School Parliament is a necessary adjunct. All the pupils may be regarded as members. Or, if found more convenient a fixed number of Representatives from each Class may be elected as Members of the Parliament. A Speaker and a Deputy Speaker are elected. Proceedings are conducted on parliamentary lines. Subjects coming up for consideration should be real ones, connected with the school and its activities. The members of the School Council form the " Government ". Measures considered essential are introduced by them. Subjects get a thorough discussion and an unbiassed decision is aimed at. The Head Teacher and other teachers should be present and guide the work of the Parliament. The Speaker and Deputy Speaker hold office for one year. Private Bills may be introduced. Interpellations may be made during question time, members of the Government will answer points raised and give assurances where necessary. Proper record of proceedings should be maintained.

The School Parliament derives its authority from the Head Teacher, and all decisions made by it are subject to his final approval. In this respect the position of the Head Teacher is comparable to that of the Governor of a Province. The Head Teacher reserves to himself the right of veto, and he will exercise it when any decision taken by the School Parliament goes against the interests of the institution. The Head Teacher will, however, in normal circumstances try to encourage the Parliament and help it to discharge its duties satisfactorily and well.

The Parliament will engage itself in discussions which are of real value to the welfare of the school. The School Parliament accordingly—

(i) formulates code of conduct for the pupils and aims at raising the tone of the institution ;

(ii) guards the health of the pupils ;

(iii) authorizes functions and celebration of festivals within the school ;

(iv) administers Student-Funds by making suggestions for their application ;

(v) authorizes " taxation " or the raising of subscriptions from students for common purposes ; and

(vi) approves Rules of School Societies and grants constitutions.

NOTE.—The suggestions given above as regards School Council, Class Council and the School Parliament are not to be regarded as hard and fast rules. Heads of Institutions are at liberty to make suitable variations so long as the principle of giving real responsibility to the pupils is not overlooked.

SECTION III

The School Assembly

The following " Formation " is adopted for the School Assembly and the Flag Salutation.

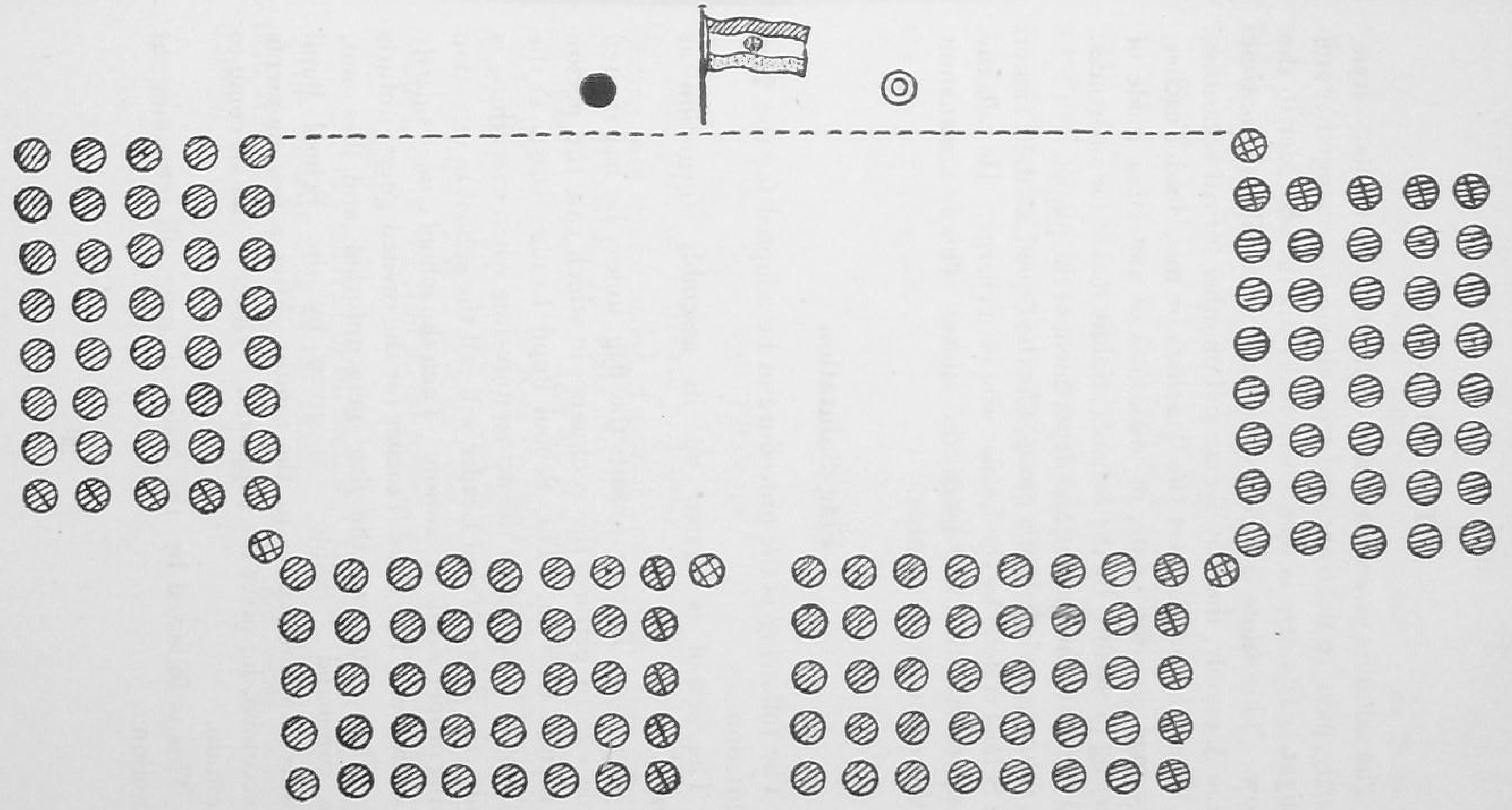
The School will assemble in open square formation, with the pupils of the various classes, in class and squad order, forming three sides of the square, and the flag staff at the middle of the fourth side.

The school pupil leader stands near the Flag Staff and sees that all classes assemble and fall in, in position.

The pupils will fall in according to classes, and in squads. The squads will be one behind another. The squad leaders will be on the extreme right of the squad, and the class pupil leader will be to the right of the first row of his class. The class teacher will stand behind, opposite the centre of the class, and three paces behind the last squad.

The senior-most class in the school will take up the position at the extreme right of the " Formation ", and the junior-most class will occupy the extreme left, and the other classes in proper order of seniority in between.

As soon as each class is "in position", the Class Pupil Leader by way of intimating that his class is ready steps forward and smartly salutes the School Pupil Leader. The salute is returned by the School Pupil Leader. When all the classes are properly "in position", the School Pupil Leader reports to the Head Teacher that the school is drawn up in proper formation and is ready. He indicates this by going up to the Head Teacher and giving him the Salute. The Head Teacher returns the salute and comes to the flag-staff. And then the flag is unfurled.



REFERENCE

Head Teacher — School Pupil Leader — Class Pupil Leader — Squad Leader — Members of Squad

The Salute

The salute is given with the right hand in military style, smartly, palm to the front, and with all the fingers together and straight. The arm is held horizontal from the shoulder to the elbow. This salute is used by boys and girls alike at the time of the Assembly, the Flag Salute and on other formal occasions.

When the pupils meet the Teachers or the Head Teacher, they may give the salute, or make use of any other mode of greeting prescribed by the School. Salute makes for smartness, and improves the bearing and deportment of the pupils.

Saluting on behalf of a group, like the Squad, or the Class or the School is done by the Leader who is in charge. He calls the group to attention and gives the salute. This is tantamount to the whole group saluting.

Flag Salutation

The following is the procedure to be adopted for the Flag Salutation.

The school is drawn up in assembly formation as above.

The Head Teacher unfurls the flag, unless he has invited some one to perform the ceremony, in which case the person so invited does so. The School Pupil Leader assists at the unfurling. Just before the actual unfurling when everything is ready, the School Pupil Leader will call the school to attention giving proper words of caution. Then the school comes smartly to attention. The Head Teacher (or the invited guest) unfurls the Flag. Just as the flag gets unfurled and flies out, the command "Salute" is given by the School Pupil Leader, and all come to the salute. After a few moments (3 seconds), he gives the command "Order" and all come to attention.

This is followed by the National song, all remaining at attention.

On occasions when the pledge of allegiance to the National Flag is to be taken, the Pledge is to follow the National song. When taking the Pledge, the Assembly will stand to attention with hands folded, and the Head Teacher will administer the Pledge slowly and ceremoniously, and the Assembly will repeat it after him.

The Pledge is as follows :—

I PLEDGE ALLEGIANCE TO THE FLAG OF THE INDIAN DOMINION AND TO THE INDIAN STATE FOR WHICH IT STANDS, ONE NATION INDIVISIBLE WITH LIBERTY AND JUSTICE FOR ALL.

At the end of the Pledge, the Assembly will be called to give the salute once again.

SECTION IV

This part of Citizenship Activity described as Part I, dealing with the formation of squads and classes, with leaders for the squads, for the class and for the school, with general administrative duties for them all, is a very essential aspect of Citizenship Activity, and it is to apply to the entire school, that is to say, to all the classes, and not only to Forms I to IV.

Every Class should have its Class Pupil Leader and Squad Leaders, and at the head of the school there will be the School Pupil Leader.

The duties referred to in Section I above will be taken up by the Squads and by the Classes, and in their attempt to discharge them the pupils will be giving themselves valuable training in the principles of Citizenship.

Citizenship Activity—Part II*

ACTIVITY described as Part II is for Forms I, II, III and IV. Time is provided in the school time-table. The Class Teacher is expected to engage the pupils usefully during the periods set apart. The activity is to be carried out in an out-door spot and not inside the Class-Room.

Part II of Citizenship Activity—

1. secures character development of the pupils ;

2. brings out the importance of physical health of the pupils and helps them to lead a healthy life ;

3. helps to instil in the minds of the pupils a desire for doing service to others and shows them practical ways of rendering such service ;

4. helps the developing of the intelligence of pupils by giving them useful exercises or activities, and makes them observant and capable of clear thinking ;

5. helps the pupils to understand nature and nature's ways, and through a study of nature helps them to develop a spirit of reverence for God ;

6. helps pupils to acquire mastery over simple tools and to develop a taste for simple handicrafts ; and

7. helps the pupils to appreciate beauty and art-forms and to find happiness and enjoyment in Folk-Lore, Folk-Songs and Folk-Dances.

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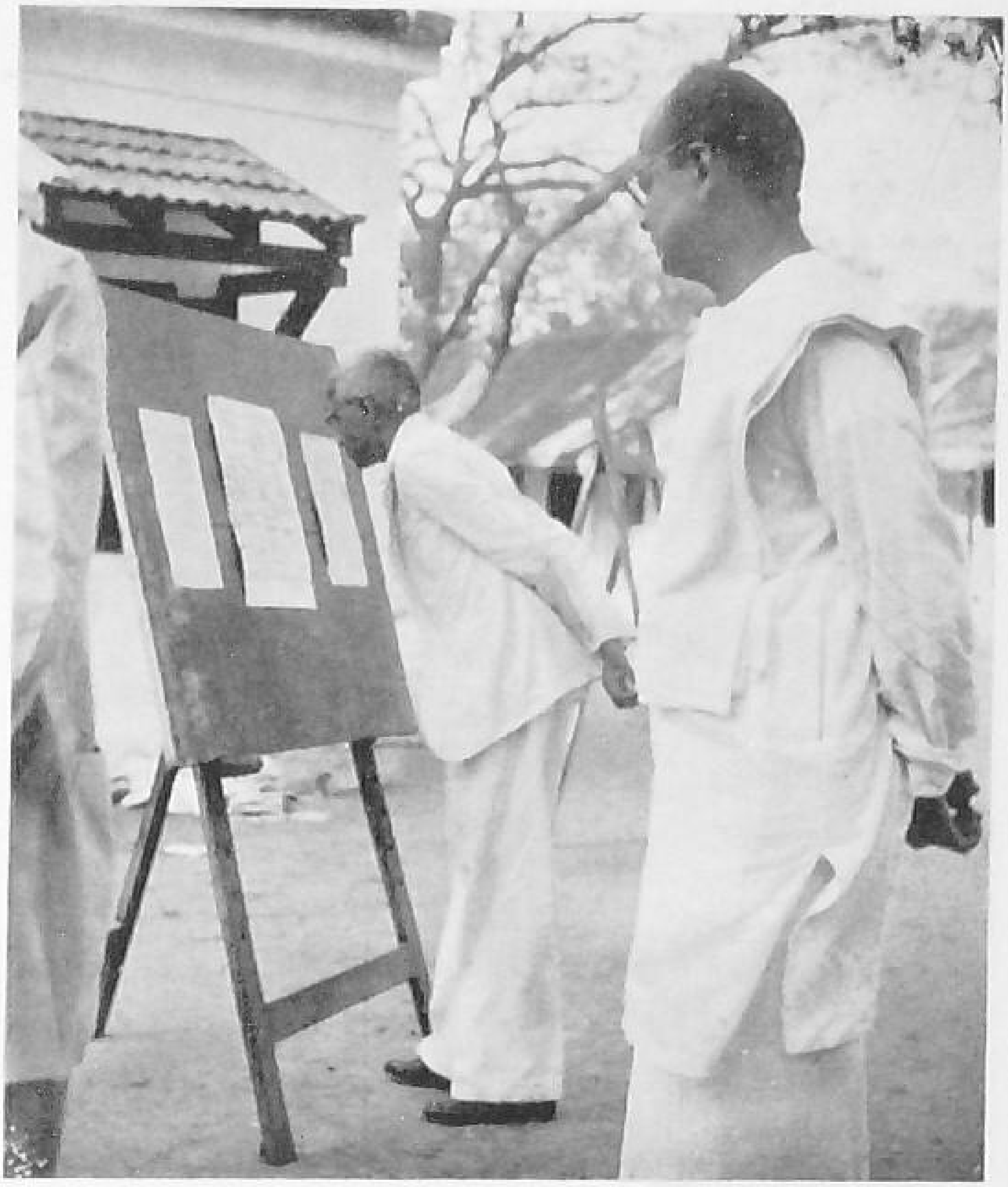
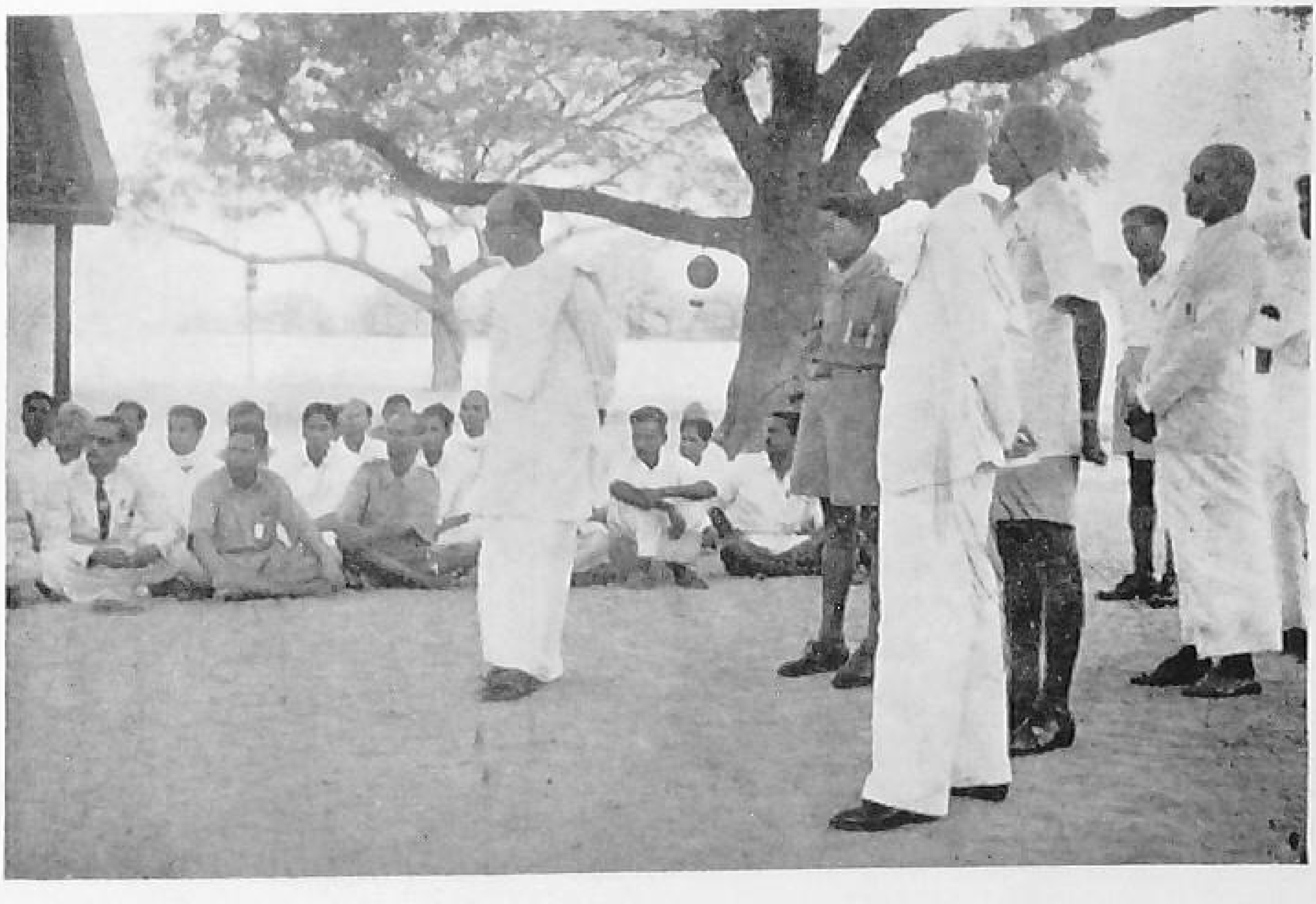
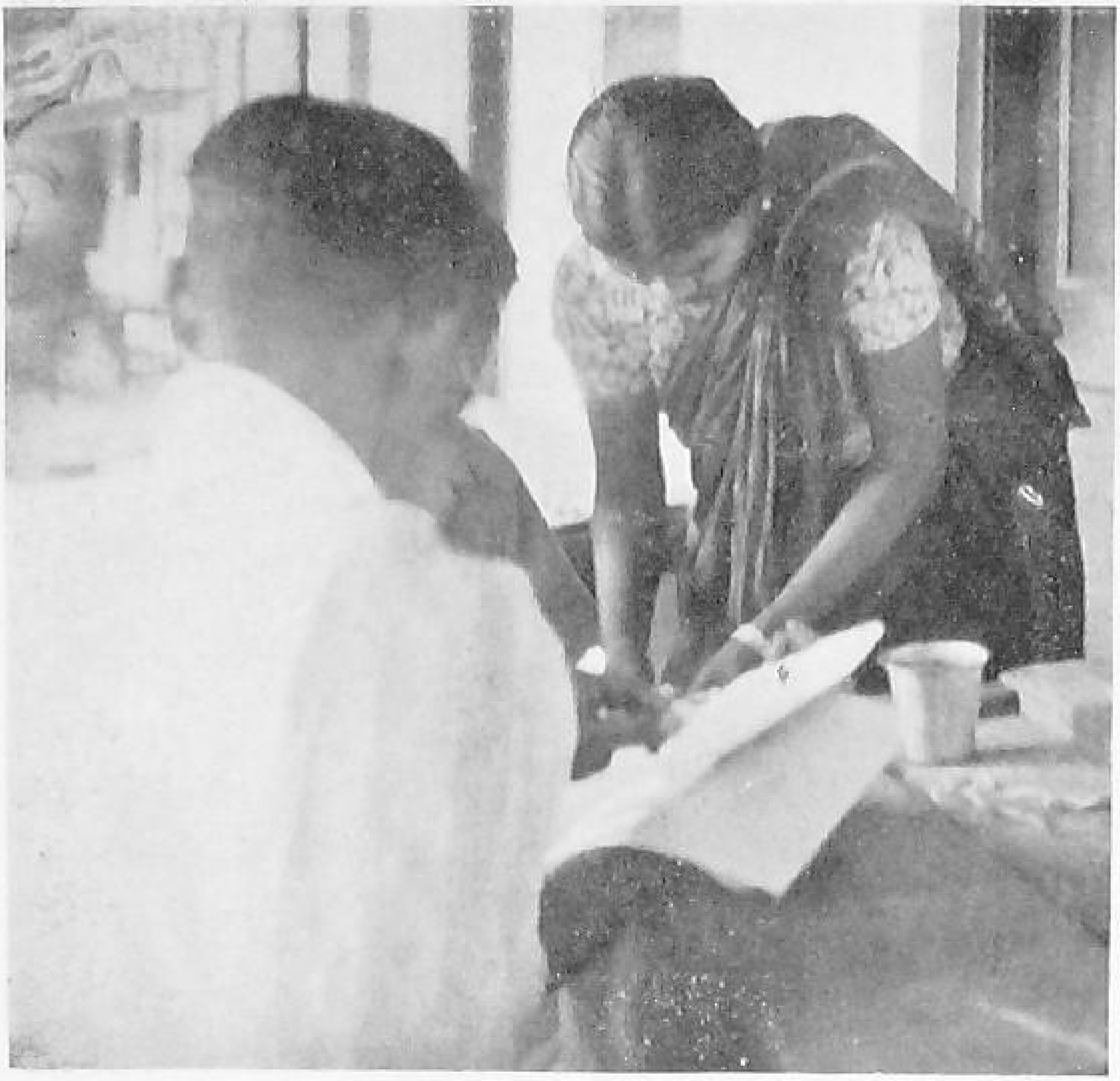
* This activity is for the specific classes (Forms IV, III, II and I) for the periods set apart on the time-table. The pupils and the teacher of the particular class are concerned with this for the time so set apart. The work will be done in an out-door spot, and an atmosphere of informal activity will be maintained, with plenty of scope given to the Squad Leaders for initiative and for carrying out the work on Squad basis. The teacher is also able to make a close study of each individual pupil.



The Notice Board



The Hon'ble Minister for Education addressing the Trainees



Spare Time Activity—Nature Collections

At the Swimming Pool

It is expected that the time set apart would be two consecutive periods at the end of the day. The object is to give enough convenience for the outdoor work contemplated.

SECTION I

Citizenship Training draws out the best in every pupil and helps boys and girls of all types. Every one is encouraged to try his or her hand at various activities.

The teacher who undertakes responsibility for citizenship instruction has to remember some of the essential boy characteristics.

A boy or a girl is not merely a small edition of a man or woman nor is the boy or the girl a piece of blank paper on which one may write.

Every child has its own peculiar characteristics. Most children are good. Some, however, are a source of anxiety. The teacher must realize that no child is absolutely bad and that even in the worst of them there is a certain amount of good. The teacher's duty is to encourage the boy so as to enable the good to grow and to expand.

If one makes a careful study of each individual boy in the class, one is in a very good position for adapting citizenship activities to suit the particular needs of each boy.

Teachers should have faith and confidence in themselves.

A teacher must know the boy and he should also know his home. The teacher meets the boy ordinarily inside the school walls. He knows nothing of the outside environment.

Character Training needs individual attention.

An influence which leads to good results is the personal example of the teacher. Hero worship is a boy characteristic. Boys observe the teacher and imitate him. If the teacher has any good traits, the pupils will imitate them. If the teacher has fine citizenship qualities, the pupils will readily

copy them. The courtesy that a teacher shows, his sunny happiness or cheerfulness, his irritations or impatience, are all readily copied. They are not only noticed, but adopted. If the teacher governs his life very well, the boys take after him, and there is no need even for a word of instruction.

SECTION II

Character Training is of the utmost importance. It includes—

1. Reverence or duty to God, duty to neighbours, and respect for other people.

2. Sense of Honour : This means trustworthiness. It also signifies a sense of responsibility.

3. Self-discipline: This means obedience, sobriety and good temper. It also means courtesy. It further signifies making good use of one's time as well as money.

4. Unselfishness: To think of the needs and comforts of other people before one's own is the characteristic of a good citizen. Kindness to others and self-sacrifice are essential virtues. True sense of patriotism, or loyalty, or justice, can be developed only if one is unselfish.

5. Self-reliance: One must be able to see to all one's needs oneself. One must not be dependent on others.

6. Intelligence : This is largely a matter of quick observation using one's wits at the proper time and also remembering things worth remembering. Activities encouraging powers of observation and deduction should be made full use of.

7. Enjoyment of life is a very essential characteristic. To be able to observe beauty in nature, and in art like music, drawing, dancing and poetry, and to have a sense of humour, are very essential characteristics of a good citizen. A good citizen will find delight in everything that is beautiful, and he will

find enjoyment in folk songs and folk dances, stories and dramas.

8. Energy: In addition to good health one should have a strong and robust constitution.

9. Resourcefulness : It makes one comfortable anywhere.

10. Cheerfulness : A cheerful face is so much sunshine.

In character building, what is wanted is individual training, or attention to each individual ; and in the second place, the training should be real drawing out, and not mere talking about high ideals. The virtues we want to inculcate need to be practised till they become second nature.

Citizenship activity done within the school Time-Table must aim at developing these different character attributes. The activities selected must be attractive to the pupils themselves. They should satisfy the craving for romance and adventure which is natural to children. The teacher, however, knows that there is character training value in every activity that he introduces.

The imagination and understanding of the citizenship teacher count.

It is he who has to be sure that the pupils have an attractive programme in spite of any limitations or handicaps the school may have.

SECTION III

Sense of Honour

A sense of honour is inculcated by trusting the boys. If we give them something to do and if we expect them to carry it out faithfully they will hardly fail. Even if they do not succeed thoroughly well we need not lose heart. We must speak encouragingly and help them to acquire confidence in themselves. Boys can be safely trusted.

When a boy has been asked to do something, the teacher must leave him undisturbed. He must not be trying to see how the boy is doing it. He must let him do it in his own way. He should not show the least anxiety that he would blunder. Even if he blunders, he will still have learned something valuable.

Giving responsibility is the key to success. This succeeds with all boys. It succeeds especially with difficult boys.

The Squad System gives responsibility to the Squad Leader. It gives him power, real power. We expect a great deal from him and let him have a free hand in carrying out his work. If we do so we shall have done a great deal for that boy's character expansion.

The Class Council is good training ground for developing a sense of responsibility. Performing school duties is valuable training in this respect.

Every job undertaken and properly carried out is so much education in character.

SECTION IV

Self-Reliance

A good citizen must be self-reliant. Self-reliance includes ability and pluck, and it also means doggedly sticking to a thing. It also implies handiness, or being able to put things into order easily.

Among the citizenship subjects which inculcates self-reliance are Swimming, First-aid and Camping.

Swimming has great educational value, mentally, morally and physically. It gives one a sense of mastery over an element. Swimming can lead to life-saving ; and life-saving is a great power for good. Swimming also develops one's health and strength.

First-aid training is of great value. Some useful things are learned, and one is ready to help others who may be in trouble. Like First-aid, Fire Rescue work also is an interesting and useful activity. So also is the ability to build shelters from improvised material. And so is Bridge Building. All these make one handy, and all these enable one to make use of one's intelligence. Further, these activities call for co-operation. Each individual is responsible for his own part of the job, and the joy resulting from the completion of the jobs of all make for common success.

Self-reliance is developed by giving boys a free hand. We must not offer to help them in regard to every little detail of anything that may be entrusted to them. It is a good plan to send boys out into the country to go and spend a day by themselves and to come back in the evening and make a report how they spent the day. This would lead to self-reliance. Two boys may be sent together for this purpose. Each will help the other, and between them they will achieve a great deal. This will make them self-reliant.

A boy who is not intelligent must have more of such exercise than one who is fairly intelligent. A dense boy should have no one to lean upon. It will be well to send him out by himself to find his own way and make his own food arrangements.

Best training in self-reliance and intelligence comes through camping. Camping instils all the character attributes that are essential for a good citizen.

Camping brings boys into a very healthy and natural type of environment. They are surrounded by interesting things. The teacher has the boys permanently and continuously with him while they are in the camp, both day and night, and he is able to understand them well. His personality also influences them strongly. A few days of life of this type is worth months of theoretical teaching. Frequent experience of this kind makes the boy feel that he is no longer a raw hand but a responsible and trusted individual. He becomes self-reliant.

Teachers who want to take boys to camp will have to examine the problem in all its bearings.

The following points are of importance and should be studied carefully :—

1. The cost of transport, the equipment needed and other such details.

2. The locality, the facilities it has for games and activities, and the protection that is available in case of bad weather.

3. Sanitary arrangements, water-supply, etc., also whether the site is known to be a healthy one or otherwise.

4. Details as regards catering, cooking, camp routine, camp activity, discipline, the work to be done, amusements, demonstrations and talks, games and so forth.

Time spent on careful preparation of all such details as are mentioned here will be time very usefully spent. Under the Citizenship scheme it is necessary for the Teacher to take his class out occasionally. It is necessary to realize that camping is a well-planned type of activity in which every detail is thought over beforehand and selected after careful consideration.

Even if the camp is to be for only one day or two it is necessary to exercise all this forethought.

SECTION V

Intelligence

A Good Citizen has a high degree of intelligence. Intelligence is developed not merely by learning different subjects within the class-room but also through activities in the out-door. Pupils must be trained in habits of observation, to observe and note everything far and near. To be circumspect, to observe things and to remember them and the important details

connected with them is a very valuable Citizenship quality. Such observation is best developed in camps and through practices which are agreeable and attractive to the pupils themselves. Apart from making observation a habit, it is also necessary to cultivate the drawing of inferences in regard to the things one notices. Reading "signs" and making "deduction" is a very important habit of mind. Side by side with the development of one's powers of observation, one's powers of reasoning also have to make substantial progress.

Intelligence of this kind is cultivated and encouraged by citizenship activities like tracking, signalling, reading "signs", finding the way by the map, observing landmarks, estimating heights and distances, making maps, reporting, first-aid, collecting the news of the day, rehearsing and staging plays and so on.

Intelligence and quick-wittedness are developed by working with a map and trying to find one's way with its help. Reporting will include reporting details of people, vehicles and other things noticed. Signalling sharpens one's wits, develops one's eye-sight and encourages one to study and to concentrate. Ambulance has similar educative value. Reading the news of the day and trying to illustrate it with a map is also good intellectual exercise. Getting up a play or a pageant is an excellent means of getting boys to study a story and to express themselves without self-conscientiousness.

The value of these activities lies in the amount of initiative given to the boys and girls, and the spirit of romance and adventure introduced into the programme.

SECTION VI

Appreciation of Life

It is necessary for a citizen to possess a sense of humour. He must be able to appreciate wit, as he must be to appreciate higher thought. He must be also able to appreciate beauty in nature, beauty in art, literature, music and poetry. A knowledge of the wonders of nature is of great importance. Pupils must be taught how to make life enjoyable.

There is nothing like contact with nature to open out the minds and thoughts of boys. The beautiful in nature is greatly appreciated by boys. In addition to it, boys begin to realize the existence of God, and His kindness, and love, which are perceptible in everything and everywhere. A knowledge of God's wondrous ways makes one feel noble. It gives one the desire to serve one's fellowmen. To serve God by serving one's fellowmen is practical religion. Appreciation of all that is beautiful and wonderful in nature and in art gives one real happiness.

If we want our boys to gain happiness in life we must make them constantly practice doing good to their neighbours and also help them to appreciate the beautiful in nature.

It is the duty of the teacher to unfold the wonders of nature to the youth so that its beauties may be recognized by them.

Rhythmics is a form of art which comes naturally even to the untrained mind. Whether such rhythm is employed in poetry or music or in body exercises, it gives a balance and order; and it has a strong natural appeal to all and particularly to the young. Hence the importance of folk-songs and folk-dances.

Folk-songs and folk-dances are in one sense part of the country. Historic episodes very often are the basis of folk-dances and folk-songs, and have come to us in such a t forms. It is good to encourage pupils to take to folk-songs and folk dances, because not only do they give exercise in rhythmic movements but they also enable them to appreciate beauty

in art. Further it gives to them something of the folk-lore which belongs to the land.

Pupils should be encouraged to make simple drawings and sketches by way of self-expression partly, and partly by way of reporting what they have seen or noticed.

SECTION VII

Health and Physical Development

A number of people who have become physically unfit could have been made efficient if only they were given due care at the proper time. It is said that one child in every five suffers from defects which if allowed to persist will prevent it from becoming efficient in after-life. Care of health is, therefore, important.

A 'Good Citizen possesses very good health, and also has good physical strength.

If we took care at the proper time tens of thousands of boys could be helped to grow in a strong and healthy manner, instead of going about leading a miserable inefficient existence as now. The health of the children is a matter of national as well as individual importance.

Physical health is brought about by very careful all round planning, proper food, proper physical exercises or physical activity, and proper environment. All these are necessary to enable one to acquire physical strength and health.

Drill and physical jerks by themselves are all right up to a certain point. They are really suited to adults who have not had much chance for proper physical development while they were boys. But in the case of boys, we have to introduce physical activities which are attractive to them. Team games and out-door games as are played by Scouts are of very great value in the physical development of boys and girls. Good

open air games, healthy food and proper rest will bring about health and strength in a natural manner.

If we make a study of a group of boys and inspect them carefully we shall find that many of them are not up to the mark. If we make them run in single file we shall see that few boys are able to run naturally and properly. The natural easy light step expected of a runner is absent. They are not able to walk with a proper gait. Running and walking have to be practised carefully. Games are helpful for this purpose.

Team games give physical strength as well as moral training. They build up what is called "team spirit" or playing for the side, and discourage the seeking of individual glory.

It must be remembered that boys must be encouraged to play rather than look on. To be a player of games, in this manner to enjoy life, and at the same time to strengthen one's physical and moral fibre, that is what every boy should aim at.

Football and basket ball, paper chases and swimming, and scout games, are games that are of physical as well as moral value, and are of great importance.

Instruction in self-care, in food values and hygiene, in personal purity and temperance, this is proper physical education. Boys must be encouraged to live in the fresh air as much as possible. Their physical activities must be in the open. They must develop the outdoor habit. Our object must be to wean the boys from the indoor, and to make outdoor enthusiasts of them.

A useful type of exercise is walking the tight rope. It is a fine means of self-discipline. Fix up a plank sideways on the floor and let boys try walking along the edge. This is fine training in self-discipline. It gives the boy a close grip over himself, and steadies his nerves.

Too much drill is not good, and so is too little of it. Drill gives smartness and fine deportment. It builds up proper *esprit de corps*. It makes boys bear themselves like men.

It makes them strive for honour and success for their class, or for the school.

In regard to physical training and health, it is good to remember that the best results are achieved only when the pupil is himself interested. The teacher's aim must be to give the pupil the ambition and the responsibility. If the teacher succeeds in this, we get all that is wanted.

Swimming is an exercise of considerable value. The pupil delights in it and he is keen about it. He gets to enjoy cleanliness. He learns pluck. He gains confidence. He develops his chest and breathing organs and also his muscles. He gains the power of saving life and he will look for opportunities of rendering service in this manner.

Swimming, therefore, must be made a popular sport, and all pupils must be encouraged to take to it.

Health and physical growth is a matter of importance. The school should maintain individual Health and Physical measurement charts showing the growth of the pupils. Measurements should be made periodically with the help and co-operation of the School Medical Officer. Squad Leaders may be made responsible for the keeping of the charts up-to-date.

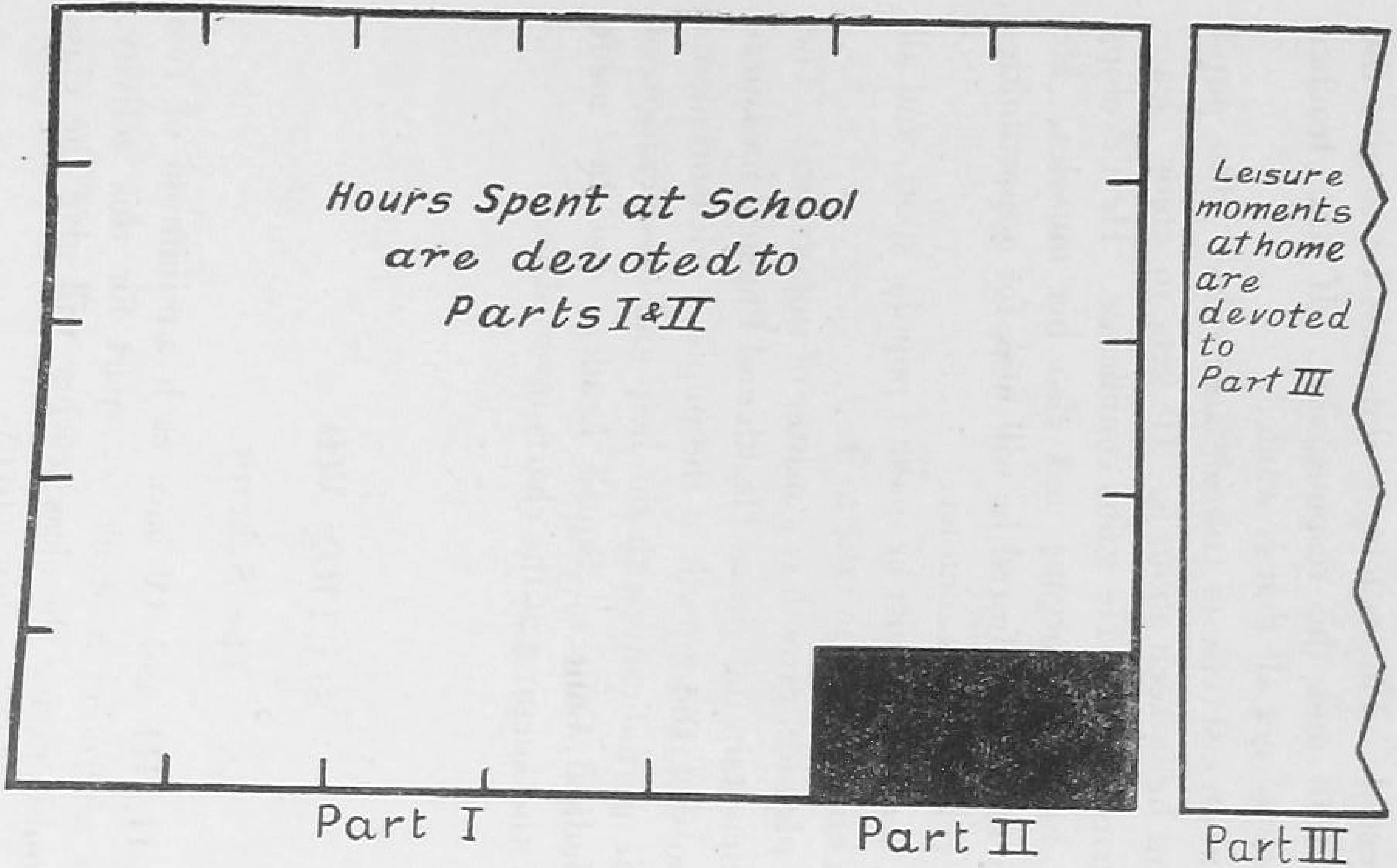
SECTION VIII

The Scheme

Forms I, II, III and IV have each a minimum of two periods of an afternoon a week set apart for this activity. During this double period the class teacher will give the class a proper grouping of citizenship activity.

Forms I and II are regarded as constituting the Junior Grade, and III and IV as constituting the Senior Grade.

Forms V and VI have this activity outside school hoursrs.



A CALL FOR CAUTION.

To think of Citizenship training as mere activities like knotting or signalling, or folk-song or first-aid, is to miss the wood for trees. The training in self-government and the inculcation of a sense of responsibility, the training in leadership and the cultivation of a "Social Sense" attempted through Part I are of far greater importance than the activity provided for the two school periods. One would not be far wrong if one assumed that the ratios of the areas occupied by the rectangles representing Parts I and II in the above diagram represented also their relative values and importance.

SECTION IX

Junior Grade

The Junior Grade relates to Forms I and II.

A. *The subjects which are prescribed for Form I are—*

1. National Flag—its compositions and significance. Also the right way to fly the flag.
2. Knots—Reef knot, sheet-bend and clove hitch. Their uses and application. Whipping of rope ends.
3. Tracking Games—and Treasure hunts.
4. Compass Games—using eight points of the compass.
5. Health practices—personal cleanliness—hands—feet—teeth—hair—nails—clothes. Mark sheets giving individual progress and periodical inspection.
6. Road sense—Rules of the road—Kerb Drill—Safety while crossing roads—necessary caution.
7. Sense training games—games for hearing—smell—sight and sense of touch.
8. Observation games—games aiming at developing keenness, looking about and grasping what is seen—to be practised while going along roads and streets. Also other suitable games which can be played in the garden or in the open.
9. Care of clothes—including the use of the needle for mending tears and for stitching buttons.
10. Folk-songs—Folk-dances—and group-singing.
11. National songs.
12. Collections of nature specimens, stamps, etc.
13. First Aid—simple first-aid—cut finger—grazed knee—grit in the eye—foreign body in the ear and the nose.
14. Message carrying—verbal message.
15. Lives of National Heroes through story-telling.
16. Orderly movement in groups (simple movements).

B. *The subjects prescribed for Form II are—*

1. The National Flag—Its history and significance—How to hoist it. The flag salute.

2. Knots—Reef-knot, sheet-bend, clove-hitch, fisherman's knot, tying up a parcel correctly.

3. Tracking Games and Treasure hunts of a more advanced nature than in Form I.

4. Compass Games—using sixteen points of the compass.

5. Health principles and practices—Maintaining personal records. The use of the note books recommended by Junior Red Cross is suggested.

6. Road Sense—Kerb drill—Traffic Games.

7. Sense Training Games—games of a more advanced nature than in Form I.

8. Observation games coupled with memory test. To be of more advanced nature than in Form I.

9. Care of clothes, washing them, folding them, the use of the needle in mending tears. Sewing buttons—Darning—Patching.

10. Folk-songs—Folk-dances—and group-singing.

11. National songs.

12. Collection and study of nature specimens, stamps and the like.

13. First Aid—elementary—the use of the triangular bandage.

14. Signalling. The alphabet in semaphore and in morse.

15. Lives of National Heroes—through story-telling.

16. Orderly movement in groups—using whistle signals.

The subjects are set forth on the concentric plan.

Proficiency badges are also prescribed.

Instruction is to be by practices, demonstrations and through well-thought-out games. Instruction meetings should not be in the class room but in an adjoining open space made suitable for the purpose.

At the Training Course, Saidapet, 1948

Those who know teaching the others

A Practical Test

At the Training Course, Saidapet, 1948

An Outdoor Lesson

More Spare Time Activity

Activity Programme

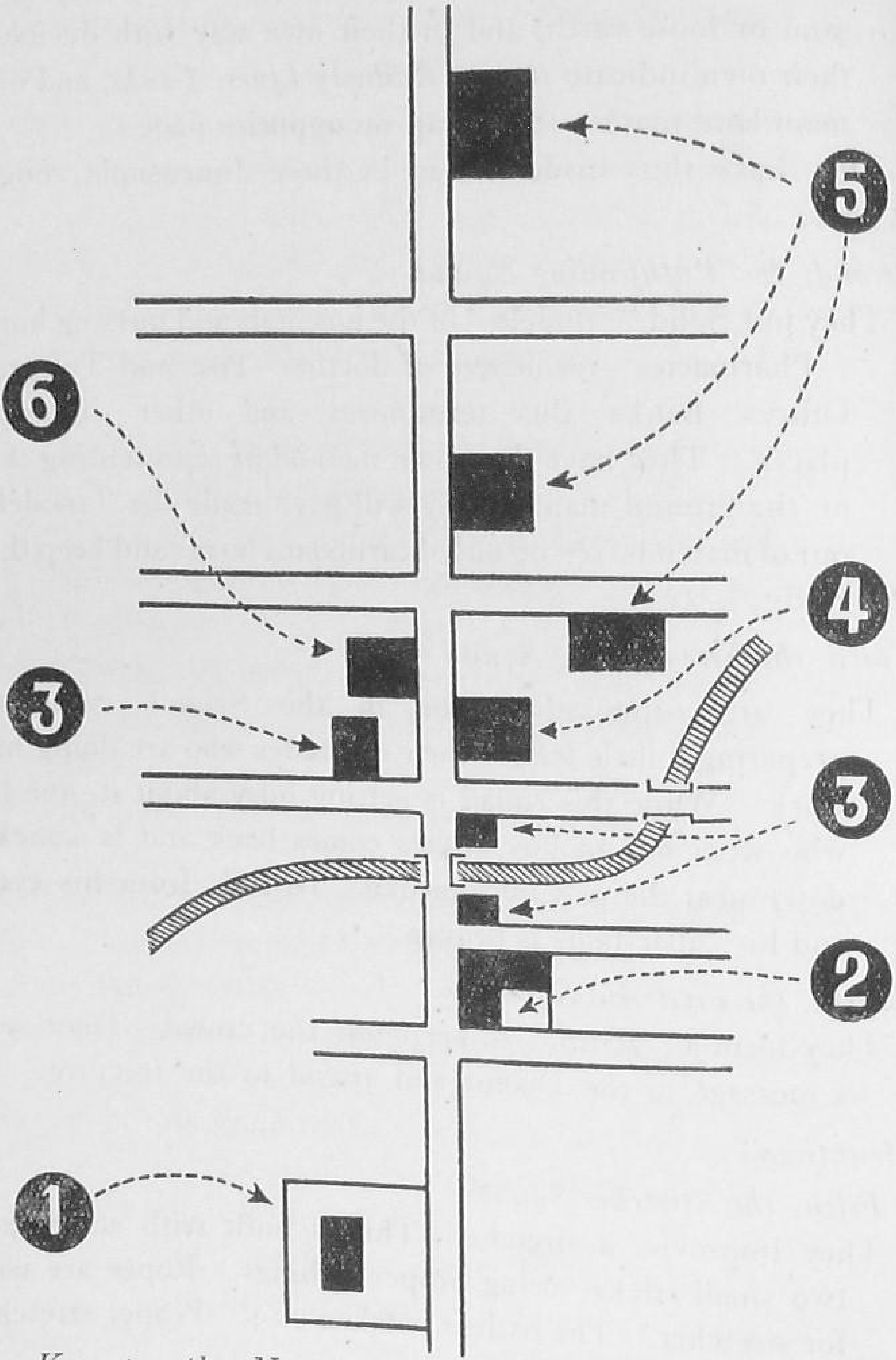
During the first few minutes the pupils are busy seeing to the tidiness and neatness of their class rooms and furniture and of their own person and dress. The class teacher "inspects" the Squads and then takes them out for the activities which he has planned for them.

The programme is left to the class teacher. It is not necessary that the subjects should be taken up in any particular order. Nor is it necessary that a subject once taken should be fully and finally dealt with then and there. It is not knowledge that is aimed at. But what we want is that the boys (or the girls) get training in character attributes such as could be expected from them. The same Citizenship activity could therefore be included over and again. All that is desired is that the pupils should have an enjoyable and useful time and incidentally receive character training suitable for a citizen.

The programme of the Citizenship activity of an afternoon would be something like this roughly :

For a total of 80 *minutes.*	MINUTES.
1. Cleaning up and tidying up the class room and the environments and furniture, followed by personal cleanliness and getting ready for inspection	10
2. Inspection of the area and of the personal appearance of the pupils, squad by squad	10
3. Citizenship activity in accordance with detailed programme drawn up by the Class Pupil Leader and the Squad Leaders, sitting as Class Council.	35
4. A good story or a brief play or folk-song and folk-dances	20
5. Talk of an inspiring kind, by class teacher ...	5
	80

The Map in three Dimensions made by the Map-making Squad.



Key to the Numbers.—1. HIGH SCHOOL, 2. TANK, 3. BANKS, 4. RATION OFFICE, 5. HOSPITALS AND NURSING HOMES, 6. POST OFFICE.

The stretcher party moves along the road on the map. The Leader looks for Doctors en route—He goes in and comes out of each Doctor's house and reports that the Doctor is away at the moment. At the Nursing Home the patient is received—The Doctor (one of the pupils) receives the patient and places him on the bed and after examining the "First-Aid" rendered, congratulates the boys on their doing it well.

The Teacher is all the time only watching. He watches to see if all the boys are participating. Everyone must have something to do, some important part in the day's work.

4-20 The Teacher calls the boys together—gives a talk of an inspirational kind—he should link it up with the day's activity—a few words only. Through the talk he emphasises Citizenship duty.

4-30 All stand in formal assembly. The Teacher takes leave of them. The Class Pupil Leader is left in charge. He sees that all articles are returned to their proper places before the boys go home.

The Teacher's Notes for the day would be something like this

Class : IV Form C. Dated 27th October 1948.

Number of squads : 5. Time : 3-10 to 4-30 p.m.

Name of Squads :

The Nehrus, The Tilaks, The Gokhales, The Boses and the Shivajis.

Topics :

Pathfinding—Nehrus.
Knots and Lashings—Boses.
Map-sketching—Gokhales.
First-Aid—Boses.
Fire lighting—Tilaks.

3–10 to 3–30 :

(*a*) Cleaning up class and environments—Nehrus.

(*b*) All Patrols will collect the articles needed for the day's work and carry them to site and be ready.

3–30 Inspection of the Class and the pupils.

3–35 Spinning 5 minutes ; followed by day's work as fixed up by the Class Pupil Leader and Squad Leaders previous week.

4–30 Final talk ; Civic facilities are meant for public good. Gandhiji thought of the common man. Every Citizen can help his neighbours.

Outings

A minimum of two day-outings and one week-end camp is expected of each class every year. These should be on the class-basis (that is 40 boys) and not on a mass scale. Each class will go out camping by itself. During such camps there will be useful activities and in the evenings there will be Sing-song, Folk-dance, Folk-song, Story-telling and Play-acting.

Equipment needed for Citizenship activity will be provided by the school. These will be issued to the pupils during the hours specified.

The school will make proper arrangements for the custody of the equipment, and for their issue to the classes when they need them.

The use of the Class Room for Citizenship Education is not proper. An open site close to the school building, within the school compound if possible, is to be got ready for the purpose. If the open site has a few trees and shade is available, so much the better.

SECTION X

Senior Grade

The Senior Grade relates to Forms III and IV.

A. *The subjects prescribed for Form III are*—

1. The National Flag—Its history and significance—How to hoist the flag—the Flag Salute—Knowledge of the flags of other nations (six as a minimum).

2. Orderly movement in groups. Marching and moving in groups—Use of whistle and hand signals.

3. First Aid—Including the treatment for simple fractures—Simple methods of carrying patients.

4. Observation and tracking—advanced practice including stories on sand.

5. Simple Map Reading. To be attempted through games.

6. Knowledge of locality. To spot out useful places like dispensaries—residence of doctors—the post office—bus stops—police stations and the like.

7. Folk-dance—Folk-songs—Community singing.

8. National songs.

9. Signalling—How to send and receive messages.

10. Direction by the sun and the stars; and Time by different methods.

11. Knots and Lashings—Reef-knot—Sheet-bend—Clove-hitch—bowline—fisherman's knot—parallel or flagstaff lashing—erecting flagstaff.

12. Fire-lighting in the open.

13. Lives of National Heroes—intensive study of at least four.

14. Play Acting—Farces and dramas.

B. *The subjects prescribed for Form IV are*—

1. The National Flag—Its history and significance—Flag-hoisting—Flags of other nations.

2. Orderly movement in groups—Use of whistle signals—Formations—movements, etc.

3. First Aid on the standard of St. John's Badge. Methods of rescue from fire—drowning—how to deal with electric shock, how to stop runaway animals and mad dogs.

4. Observation and tracking—Advanced practices—including stories on sand.

5. Map-making and Map-reading—Maps for reading should be regular ordnance maps. Map-making is to aim at drawing of intelligible rough sketches.

6. Pathfinding—a detailed knowledge of the locality, and of the more useful institutions like hospitals—dispensaries—pharmacies—residences of doctors—nurses—midwives—and others whose services may be needed by members of the public at any time. The standard to aim at will be ability to guide others.

7. Folk-dance—Folk-songs—Community singing.

8. National songs.

9. Signalling—advanced, and field work.

10. Knowledge of Civil Institutions—Knowledge of and how to make use of the Post Office, the telegraph, the telephone, the working of ration offices, ration shops, railways, banks, municipal offices, police station, village headman's office, courts, etc., and where telephones are available how to use it correctly.

11. Knots and Lashings—Additional to Form III the following—square lashing—diagonal lashing—trestle building—building huts and shelters.

12. Fire-lighting in the open and cooking simple meal.

13. Child-nursing and looking after children.

14. Farces and Dramas.

Proficiency Badges are also prescribed.

The manner of drawing up the programme of instruction for the periods set apart is the same as the one suggested for the Junior Grade. The other remarks made in reference to it will also apply to the Senior Grade as well. Instruction will be by games and practices and demonstrations as in the other case.

Equipment etc., needed for the Senior Grade will be kept separate and issued at the time needed by the class.

SECTION XI

Educative Value of Activities

The character attributes expected to be built up by each citizenship activity given below for reference may help the teacher to appreciate the educative foundations of Citizenship activities.

1. *National Flag—National Heroes—National Songs.*—These help the pupils to imbibe a proper sense of patriotism.

2. *Health practices and Health games* encourage the development of personal health. Personal hygiene finds a proper place.

3. *First-Aid* gives one confidence and a sense of self-reliance. It helps one to serve the public in a very useful manner.

4. *Orderly movement* in groups makes for smartness of bearing and proper gait. It instils also a sense of discipline, and gives scope for united action. One learns to obey, and ultimately to command.

5. *Tracking games, Treasure Hunts—Compass points*—all take one out of the class room in the search of something adventurous and romantic. These give training in a sense of direction, and widen one's intelligence, vision and understanding.

6. *Signalling* helps concentration, trains and strengthens the eye, provides adventure and romance, and widens the understanding. It is useful in times of difficulties, as in times of flood. It is a means of making citizenship work interesting and adventurous.

7. *Verbal message.*—Carrying messages makes for concentration and helps to develop intelligence. It helps the boy to think and to classify his thoughts and ideas, as an easy means of keeping them in mind.

8. *Road sense* is essential for ordinary safety. It is a method of self-discipline. It is useful to the public as well.

9. *Sense Training Games and Observation Games* develop intelligence. They are interesting and entertaining. Constant practice keeps one's powers at their very best.

10. *Care of clothes* teaches self-reliance and thrift of a very useful type.

11. *Collection of specimens* develops special hobbies and lead to the widening of one's field of knowledge. It leads to development of intelligence.

12. *Knots and lashings* are the beginning of the training of the fingers. Knots are also useful in life. Knots are very commonly used by the villagers, and the labourers, as also by fishing folk and sailors. Knots are useful in First-aid and in Rescue of life.

13. *Folk-Songs and Folk-Dances: Story-Telling and Dramatising* give scope for self-expression in art. Dancing is a healthy occupation and it helps realization of enjoyment of life.

14. *Maps and Map-reading, and Knowledge of Locality* lead to a human study of the locality where the pupil lives. It makes him practical also. It introduces local geography to him in a pleasant and practical manner. It gives it the human touch.

15. *Fire-lighting* leads to self-reliance. Selection of natural material for fire-lighting would mean knowledge of trees and plants in the outdoor. Firelighting would deal with the advantages and disadvantages or dangers of fire. Forest wild-life would also eventually come within the pupil's ken. Fire-lighting and cooking would help the pupil to make use of the great outdoor for camping and for purposes of gathering nature wisdom.

16. *Proficiency Badges* enable the pupils to learn some useful art or activity fairly well and not merely in a casual manner. This helps to discover their taste. It also helps to equip them to be of service to others.

SECTION XII

Spinning

Spinning is a very important citizenship activity. It is not specifically set forth as a subject under the syllabus but it is expected that every boy and every girl in the school will take interest in spinning and make good progress year by year.

Spinning has a great history behind it.

It is an old old handicraft, one which our ancestors found delight in. The Charka was seen everywhere. The poor and the rich all did their share of spinning. And apart from it, it is one of the things Gandhiji stood for, and it was one of the instruments with which he won freedom for us.

Spinning becomes a national duty. There is an aura of glory around it. Memories of the great Father of the Nation come crowding into our minds when we think about it.

Spinning is valuable education. It leads also to spiritual awakening.

All the pupils should make a free use of the takli or the charka, and should become adepts.

Citizenship Activity—Part III*

Proficiency Badges

Proficiency Badges aim at acquiring skill in certain activities or handicrafts. The aim of making these badges available to the pupil is to enable him to spend his leisure moments at home in a useful manner, so that he trains himself for service to others, in addition to learning a handicraft, or developing interest in a hobby.

SECTION I

Proficiency Badge : Advanced Grade

Proficiency Badges are divided into three grades. The highest or the Advanced Grade applies to the pupils of Forms V and VI. The pupil is expected to utilize his leisure moments at home, and therefore no provision is made in the Time-Table in the School. Pupils have to put in work of their own accord, and the Class Teachers are expected to render all assistance.

The pupil is expected as a minimum to interest himself in (1) a subject connected with agriculture, (2) a subject useful in rendering service to others, (3) a subject which makes for individual efficiency and (4) a subject which enables him to be helpful at home.

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* This activity is meant for pupils of all classes, from Form VI down to Form I. It is to be carried out not as groups but purely on the individual basis. Every individual pupil will utilize his leisure at home and acquire proficiency in one or more of the badges specified for his grade.

The subjects open to him for such self-study are—

(1) *Agriculture Group.*—(*a*) Bee farming, (*b*) Poultry farming, (*c*) Farming, (*d*) Gardening, (*e*) Dairyman or (*f*) Naturalist.

(2) *Service to Others Group.*—(*a*) Fireman, (*b*) Entertainer, (*c*) Friend to animals, (*d*) Friendship and (*e*) World friendship.

(3) *Individual Efficiency Group.*—(*a*) Swimmer, (*b*) Rescuer, (*c*) Handicraft, (*d*) Healthyman, (*e*) Public Healthman and (*f*) Hiker.

(4) *Help at Home Group.*—(*a*) Home nursing and (*c*) Child nursing.

The standard attainable is the same as the standard prescribed for Scouts and Guides. The standard prescribed by their Associations may be accepted as the standard for our purposes.

The tests will be based on the provisions for Proficiency Badges as for Scouts or Guides.

A special badge may be given to a pupil who has qualified for at least one badge in each of the groups given above.

Schools will appoint independent Examiners for conducting the tests.

SECTION II

Proficiency Badges : Junior and Senior Grades

Proficiency Badges for the Junior and Senior Grades are as follows :—

(1) *Junior Grade.*—Proficiency Badges available are (*a*) Swimmer, (*b*) Athlete, (*c*) Carpenter, (*d*) Folk Dancer, (*e*) Cyclist, (*f*) Pioneer, (*g*) Rescuer, (*h*) Sick-nurse, (*i*) Craftsman or Craftswoman and (*j*) Nature Lover.

(2) *Senior Grade.*—Proficiency Badges available are (*a*) Swimmer, (*b*) Athlete, (*c*) Carpenter, (*d*) Folk Dancer,

(*e*) Cyclist, (*f*) Pioneer, (*g*) Rescuer, (*h*) Sick-nurse, (*i*) Craftsman or Craftswoman and (*j*) Nature Lover.

The subjects are the same for the two grades, but more is expected in the Senior Grade than in the Junior Grade. No boy or girl is expected to take up more than one or two of these, according to his or her taste.

Details are given in Appendix III.

SECTION III

The Teacher

Part II depends for its success to a very large extent on the teacher who undertakes it.

He should have abundant faith in the scheme, and he should also feel enthusiasm about it.

Success of Part II will also depend upon the number of pupils entrusted to a Teacher. The closeness of his contact with the individual pupils, and his knowledge of each individual pupil are of vital importance.

No teacher of Part II should be given responsibility for more than one class (40 pupils). To burden him with a larger number is to weaken his usefulness and influence. It will make the scheme empty and meaningless.

The teacher should have clear and definite ideas about the duties of Citizenship, and these should appeal to him strongly and make him feel inspired about them.

Equipment and Books for Citizenship Instruction

(i) Equipment

For a Class of 40

If only one class is to be working at a time, the articles mentioned in this list will do for the whole school.

If more classes than one will be working at the same time, the number of sets will have to be proportionately increased.

1. The National Flag—Flag staff 20 feet in height—Rope for hoisting—Guy ropes for keeping the staff in position.

2. Ropes (1) Cotton, half inch in diameter—6 yards pieces 12, 2 yards pieces 12. (2) Coir Ropes—of assorted sizes, thickness and lengths. (3) Strong manilla rope, 1½ inches diameter and of length 50 or 60 feet to be used for bridge construction, ropeway, etc.

3. Plaster of paris, best quality, in one pound tins—4 lb.

4. Compass (1) Pocket size—5 (one for each squad) for use during compass games, map reading, etc. (2) Bigger size—one for general use.

5. Iron hoops, 2½ feet in diameter, with driving rod.

6. Lazeems—40.

7. Tennis balls—6.

8. Foot ball—1.

9. Tenniquoit—1.

10. Coloured wool—assorted colours—1 lb.

11. Coloured paper—different colours—
   (*a*) thin, 24 sheets.
   (*b*) shining type, 24 sheets.
   (*c*) thick, 24 sheets.

12. Drawing paper, good quality—24 sheets.

13. Ordinary white foolscap sheets— 96.

14. Cardboard, full-size pieces—24 ($\frac{1}{2}$ lb. and over).

15. Typewriting carbon sheets—2.

16. Tapes or ribbons—different colours and white—6 yards length.

17. Maps of the locality—covering the school area and a few miles around—in full detail (four inch maps suggested).

18. Books or charts on birds, stars, nature, wild life, folk lore, folk-songs and so on. Pictures of places of interest.

19. Semaphore signalling flags—8 pairs.

20. Electric torches for signalling—2.

21. Triangular bandages—12.

22. A quantity of cotton wool—Roller bandages—and medicines for teaching First. Aid A doctor should be consulted.

23. Small buckets for Fire Drill practice and also useful for other purposes—24.

24. Whistles—4.

25. A big gong for general call.

26. Knife—1.

27. Scissors—4.

These are suggested as a minimum. Others may be added as need is felt.

(ii) Books for Reference

1. *Education for Citizenship in Secondary Schools.*—Association for Education in Citizenship. Published by the Oxford University Press.

2. *Education for Citizenship in Elementary Schools.*—Association for Education in Citizenship. Oxford University Press.

3. *Introduction to Citizenship.*—By J. C. Hill. Published by the Oxford University Press.

4. *Citizenship.*—By Col. J. Willatt. Published by the Oxford University Press.

5. *The Schoolboy as Citizen.*—By Annie Besant. Published by the Theosophical Publishing House, Adyar.

6. *Democracy in School Life.*—Association for Education in Citizenship—Oxford University Press.

7. *Youth's Noble Path.*—By F. J. Gould. Published by Longmans, Green & Co.

8. *Scouting for Boys.*—By Baden-Powell. Published by C. Arthur Pearson.

9. *The Cub Book.*—By Baden-Powell. Published by C. Arthur Pearson.

10. *A Hand-book for Brownies.*—By Baden-Powell. Published by C. Arthur Pearson.

11. *The Gateway to all the Scout Tests.*—By Brook & Hamlin. Published by Brown Son & Ferguson.

12. *Gilcraft's First Class Book.*—Published by C. Arthur Pearson.

13. *Schools with a Message in India.*—D. J. Fleming. Published by Oxford University Press.

14. *Be Prepared.*—A Handbook for Guides.—By A. M. Maynard. Published by C. Arthur Pearson.

15. *Folk Dance.*—By Projesh Banerji. Published by Kitabistan, Allahabad.

16. *Great Men of India.*—Rushbrook Williams. Published by Home Library Club.

17. *Leaders of Modern India (Series).*—Oxford University Press.

18. *Women of Modern India (Series).*—Oxford University Press.

19. *Societies : In School and Out.*—V. L. Griffiths and Abbas. Longmans.

20. *How to Run School Societies.*—V. L. Griffiths and Abbas. Longmans.

NOTE.—These books are quite good as reference books. They are not however to be considered as "Text Books" in any sense.

Item 13 refers to a few successful schools in India which have been attempting "Training in Citizenship."

APPENDIX I.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, ROC. No. 2737-E-1/48, DATED 1ST DECEMBER 1948.

[SUBJECT.—*Re-organization of Secondary Education—Introduction of Citizenship Instruction.*]

The Director of Public Instruction has reason to feel that the relative importance of the different aspects of Citizenship Training is not realized sufficiently well and that many educational institutions are placing wrong emphasis in working out the scheme in practice.

The aim of Citizenship Training is to develop in the pupils a proper social sense such as would enable them in later life to be of direct use and helpfulness to society. Citizenship Training also aims at giving the pupils of the school practical training in the running of democratic institutions, and making them fit for their future life as useful citizens.

The attention of the Heads of Institutions is therefore drawn to the fundamental importance of Citizenship Part I as compared with Part II, and the need to give full scope to the pupils to acquire proper training in democratic ideals, and in developing a healthy outlook in regard to society.

The entire School (and not merely Forms I and IV) comes under Citizenship Part I, and this fact should not be overlooked in any manner. Every endeavour should be made to organize the School Pupil body into democratic groups (like the Class and the Squad), and full responsibility should be given to the School Pupil Leader and the Class Pupil Leader. Each class should be regarded as a separate entity functioning under its Leader, and its administration should be entrusted to the Class Pupil Leader and the Class Council. Likewise the proper functioning of the School Council should be ensured, and the School Parliament should be given its due importance. These bodies, the School and Class Councils, and the Parliament, are all vital links in the scheme, and none of them should be neglected.

The formulation of suitable activities which the various classes can undertake and the entrusting of such activities to Class Groups for a definite period, or by turns as may be considered necessary, help to build up a healthy group consciousness. The Class Group undertaking a school job will carry it out through one of its squads, and thus every squad will have some important duty to perform daily or for a day or two every week, and if healthy competition is encouraged between class and class, and squad and squad, the *esprit de corps* will improve and a proper social sense will also be built up.

The School Parliament should have real problems of immediate significance to consider. It is not profitable to place before the Parliament problems of an

imaginary or academic nature nor to countenance the discussion of questions which are not normally the concern of the pupil body and for which other agencies exist. If their discussion is with reference to questions immediately affecting the pupil body, the discussions will tend to become real and therefore valuable. The bed rock of discipline should be cultivated whereby freedom of expression exists for matters under discussion and whereby once a decision has been taken by a constitutional majority, every member is bound to carry it out.

The intensity and care with which Part I of Citizenship Activity is worked out will determine the degree of benefit that is to accrue, as it will determine the degree of democratic training received by the pupils. And the careful nurturing of the Squad and Class systems will stimulate the development of social sense so essential to true Citizenship.

Success of Part I is measurable by the sense of discipline and orderliness imbibed by the pupils, by the smartness of their bearing, by the spirit of helpfulness acquired, and by the amount of leadership gained by them, and in a general manner by the improvement in the tone of the institution.

The provision of two periods on the Time Table in the case of certain Classes is to enable the Teacher (where it is possible) to take them out of the Class Room and in an atmosphere of informality to engage them in activities of a useful or educative kind. It is not correct to look upon the different topics under Citizenship Part II as indicating so much knowledge. The topics are prescribed not for close study in the usual manner. They are rather suggestions how best the class meeting could be made practical and interesting. Teaching should not be to the class as a whole, but to individuals, and this should be done in an informal manner. Those who know would teach those who do not, and this informal instruction is best done on squad basis. The Teacher should draw up a suitable plan with the Class Pupil Leader and the Squad Leaders, and by assigning different activities to different squads, a programme of sufficient variety and attractiveness can be made available for the actual evening. The squads should be given the greatest freedom in working out the activities and this will in itself be good training for the pupils.

The topics mentioned under Part I are not meant to be taken up one after another. A beginning may be begun with any one of them, and several activities could be grouped together for one evening. Some topics will naturally need to be introduced again and again. Whatever will conduce towards the building up of a well balanced programme should be selected, and the leaders should know beforehand in what way they are going to engage their squads.

Certain subjects like FIRST AID, KNOTS and LASHINGS, and SIGNALLING require special training and aptitude and it is possible that some Teachers are not able to give the instruction themselves. Consultation with other Teachers who may have the necessary proficiency, or even securing their active co-operation is a commendable step, and where possible it should be done. But if there are difficulties of an insurmountable nature, activity can be built round subjects which are within the reach of the Teacher.

No examination of a written kind is intended to be conducted in respect of Citizenship Activity. The progress of the pupils and their attitude must be the concern of the Teacher, and proper Record of Progress should be maintained. Forms suitable for this purpose have been suggested in the Citizenship Training Courses. If examinations are not to be held and marks are not to be awarded, it does not mean that the training can be neglected. The responsibility of judging the pupil is left to the Teacher, and on his discharging this duty satisfactorily will depend the success of the scheme. Pupils are expected to make proper progress, and in view of the attractive nature of the activity they will take abiding interest and show good progress. But where they do not, the circumstance should receive due notice of the Head of the Institution and be taken into consideration in the matter of promotion to a higher class.

Heads of Institution and the Inspecting Officers are expected to appreciate the relative importance between Parts I and II of the Citizenshp Scheme and to see that Part I has its due measure of scope, so as to enable the pupils to have the maximum amount of benefit, and that Part II is conducted in such a manner that the pupils are not made to acquire knowledge but helped to engage themselves in joyful activities of a useful and character building kind.

APPENDIX II-(a).

EXTRACTS FROM THE PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, R.C. No. 2737-E.1/48, DATED 8TH JULY 1948.

Formation of Study Circles.

While specific training is necessary for Teachers who have to undertake Citizenship Education, it is possible for them as a tentative measure to make a beginning, and achieve some progress while they are waiting to be trained.

Study Circles in localities where these are possible enable those who have received practical training to pass on the instruction to those who have not been able to attend a Training Course. With mutual help and co-operation much of the Scheme can be understood.

* * *

The Study Group will provide plenty of scope for discussions, and it will be helpful to the Teachers in making things clear to them. Those who have gone through the Practical Training will be in a position to help the others.

Apart from Study Circles being formed for Teachers from various Educational Institutions in a given locality, it may be possible and advantageous to form Study Circles within each Institution.

* * *

Study Circles can meet once a week for, say, an hour and a half or so at a time. They may meet for Part I, or Part II, as the case may be. All meet for Part I. Teachers who are undertaking Citizenship Instruction in the Forms where it is introduced (Forms I and IV during 1948-49) meet for Part II.

Study Circles are not intended to be a substitute for regular training. They will help the Teachers to make a beginning, and to get on with the work while they are waiting to be trained.

APPENDIX II-(b).

EXTRACTS FROM THE PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, R.C. No. 2737-E.1/48, DATED 19TH JULY 1948.

Equipment and other Facilities.

* * *

With reference to these various aspects of Citizenship Education, the following points are reiterated :

1. Part I is to be taken up by the whole School. All Teachers are to have a definite share of the work. The necessary planning however is to be done by the Head Teacher, and he should be helped by his staff.

2. Part II depends for its success on the personality of the Teacher, on the faith he has in the Scheme, and the enthusiasm he feels for it.

3. Success of Part II will depend likewise on the number of pupils entrusted to him, on the closeness of his contact with them, and on his understanding of their home environment. * * * * * It is essential that no Teacher should be given this type of work in more than one class, meaning by "class" a class of 40 pupils, or one section of a Form.

4. Teachers undertaking Citizenship Education need additional training, and should be deputed to undergo training when Citizenship Training Courses are announced.

The attention of managements and of the Heads of Institutions is drawn to the fact that the proper working out of the activities coming under Part II will require conveniences like the following :—

(*a*) Equipment needed for the several activities set forth in the Syllabus ;

(*b*) A separate room where these can be kept displayed or properly arranged ;

(*c*) Special cupboards in each Class where the Citizenship articles, collections and Note-books may be kept safe ; and

(*d*) Separate Notice Boards where Citizenship information and Citizenship progress may be published.

Expenses incurred on the above articles of equipment, books and furniture will be regarded as admissible for purposes of Grant.

* * *

APPENDIX III.

REORGANIZED COURSE FOR SECONDARY SCHOOLS.

Syllabus in Citizenship Training.

The aim of Citizenship Training is to enable the pupils to acquire proper Social Sense to develop leadership and build up experience in managing their own affairs on a democratic basis, and also to imbibe a true spirit of service.

The training is regarded as being of two parts.

PART I.

This consists of school activities organized and conducted on class and squad bases. It instils a proper social sense, trains in leadership, and rouses democratic consciousness in regard to the School Body Politic.

The working out of this part is to be achieved by attending to the following : Division of classes into squads. Election of the squad leaders, class pupil leaders and the school pupil leaders. The daily school assembly. Planning of a school activities. Allotting of school activities to classes and squads, by rotation. Development of *esprit corps*, as regards squads, classes and the school. The class council. The school council. The school parliament. Training in the method of working democratic institutions—Conduct of parliamentary sessions—Rousing of democratic consciousness in relation to the school body politic.

The idea of service to the community should be inculcated in the pupils through individual daily good turns and organized Group Good Turns.

Training in the best standards of social relationship will be given in every class group through instruction and also by providing opportunities to practice habits of Obedience, Reverence, Discipline, and all that tends towards the making of a good citizen.

This part applies to the entire school, including Forms V and VI.

No separate time is provided for this part, and it is expected that it will receive full attention throughout the working term.

PART II.

This part aims at individual training of the pupils through useful and interesting activities. In the case of Forms I and II (Junior Grade) and Forms III and IV (Senior Grade) part of this work is to be done during periods set apart on the table and part is to be done on the pupil's own initiative at his leisure, the former being a period of general training, and the latter a special proficiency training. In the case of Forms V and VI, time is not provided on the time-table,

and the pupils of these two classes have only special proficiency training which they acquire on their own initiative and during their leisure.

Forms I to IV will each have two periods a week, and these two periods should be contiguous once and come at the end of a day, so that the class may conveniently stay on for a few minutes more, when necessary for finishing up any activity that may have been taken on hand.

Instruction should be as little as possible through class room talks, and as much as possible through outdoor work and practices and suitable games. The subjects specified in the syllabus are to be attempted not only during the hours set apart on the time-table, but during the outings, rambles and camps which are to be organized as part of the scheme. A minimum of two Day-outings and one Week-and Camp will be expected of each Class every year, and the Camps will be purely on the Class basis and not conducted on a mass scale. The idea of Camp Fire is to be utilized for the Folk Dances, Folk Singing and for Community-singing. Dramatic performances should be made part of the year's activities in each class. The day-outings should include visits to places of interest such as, Museums, Zoo, Harbour, Water-Works, etc.

PART II-A.

GENERAL TRAINING.*

The General Training coming under this part is set forth hereunder :—

Form I.

For Boys as well as Girls—

(1) *National flag.*—Its composition and significance—The right way to fly the flag.

(2) *Knots.*—Reef knot, sheet bend, and clove hitch. Their uses and application. Whipping of rope ends.

(3) *Tracking games and treasure hunts* of an elementary and simple nature.

(4) *Compass games.*—Using eight points of the compass.

(5) *Health practices.*—Personal cleanliness, cleanliness of hands, feet, teeth, hair, nails, clothes. (The object is to develop proper habits, making use of mark sheets and periodical inspection.)

(6) *Road sense.*—Rules of the road. Kerb Drill. Safety while crossing the road. Necessary caution.

(7) *Sense training games.*—Simple games for sense of hearing, smell, sight and sense of touch.

(8) *Observation games.*—For developing keenness and grasping things seen or noticed.

(9) *Care of clothes.*—Including use of needle and thread for mending a tear and for stitching buttons.

(10) *Simple folk songs, folk dances, group singing.*

* This general training by itself forms the subject matter of Part II in the Guide Book.

(11) *National songs.*

(12) *Collection* of Nature specimens, stamps or other article.

(13) *First-aid* for cut finger—Grazed knee—Grit in the eye—foreign body in the ear and the nose and the importance of cleanliness in First-aid work.

(14) *Message carrying.*—Messages by word of mouth.

(15) *Lives of national heroes.*

(16) *Orderly movement* when going in groups—Correct posture and gait.

Form II.

For Boys as well as Girls—

(1) *National flag.*—Its history and significance. How to hoist it. The Flag salute.

(2) *Knots.*—Reef knot, sheet bend, clove hitch, fisherman's knot. Also how to tie up a parcel correctly.

(3) *Tracking games and treasure hunts* of a more advanced nature than Form I.

(4) *Compass games* using 16 points of the compass.

(5) *Health principles and practices.*—Maintaining personal records.

(6) *Road sense.*—Kerb Drill. Traffic games.

(7) *Sense training games.*—Of a more advanced nature than Form I.

(8) *Observation games* coupled with test of memory more advanced than Form I.

(9) *Care of clothes*, washing them, folding them, mending tears, darning, patching, stitching buttons.

(10) *Folk songs and folk dances and group singing.*

(11) *National songs.*

(12) *Collection and study* of Nature specimens, stamps and other articles.

(13) *First-aid.*—

(1) First-aid as prescribed for Form I.

(2) What to do in case of stings and bites—Snake-bite.

(3) The use of the triangular bandage. Slings. Application of bandages to the scalp, the shoulder, the hip, the hand, the chest, the knee and the elbow. How to fold the bandage and keep it in the First-aid Box.

(14) *Signalling.*—The alphabet in semapore or Morse (or both) through games as far as possible.

(15) *Lives of national heroes.*

(16) *Orderly movement* when going in Groups. Use of whistle signals. Proper gait and posture.

Form III.

For Boys as well as Girls—

(1) *National flag.*—History and significance. How to hoist the Flag. The Flag Salut e. Knowledge of flags of other nations (six as a minimum).

(2) *Orderly movement.*—Marching and moving in groups. Use of whistle signals and hand signals.

(3) *First-aid*—

(i) First-aid as prescribed for Form II.

(ii) Fractures : Causes—varieties—General rules for treatment.

(iii) Treatment of simple fractures—of breast bone, collar bone, arm, forearm, hip-bone, knee cap, leg, crushed hand, crushed foot.

(iv) *Use of hand seats* for carrying patients—Proper use of stretchers—Stretcher drill.

(v) Treatment of sprains.

(vi) Treatment for fainting.

(4) *Observation and tracking.*—Advanced practice including stories on sand.

(5) *Simple map-reading.*—Through games.

(6) *Knowledge of locality.*—Dispensaries—residences of doctors—post office—bus stops and bus routes—Police stations—Other useful places.

(7) *Folk songs and folk dances and Community singing.*

(8) *National songs.*

(9) *Signalling.*—Sending and receiving messages.

(10) *Direction* by sun and stars. Telling time by different methods.

(11) *Knots and lashings.*—Reef knot, sheet bend, clove hitch, bow line, fisherman's knot, parallel or flag-staff lashing erecting flag-staff.

(12) *Firelighting in the open.*

(13) *Lives of national heroes.*—Intensive study of four as minimum.

(14) *Play acting.*—*Farces*, dramas.

Form IV.

For Boys as well as Girls—

(1) *The national flag.*—History and significance—Hoisting the flag. Flags of other nations.

(2) *Orderly movement.*—Formations. Movements. Use of whistle signals and hand signals. Correct posture and gait.

(3) *First-aid*—

(i) First-aid as prescribed for Form III.

(ii) Knowledge of circulation of blood and treatment for bleeding.

(iii) Artificial respiration—The Schafer method.

(iv) Rescuing from fire—Proper treatment.

(v) Rescuing from drowning—Proper treatment.

(vi) First-aid treatment for electric shock.

(vii) How to stop a mad dog and how to tackle a run away animal.

(4) *Observation and tracking.*—Advanced practices including stories on sand.

(5) *Map making and map-reading.*—Making rough intelligible sketches. Reading one-inch maps.

(6) *Path finding.*—Detailed knowledge of locality and of useful institutions like hospitals, dispensaries, pharmacies, residences of doctors, nurses, midwives. Ability to guide others to such places.

(7) *Folk dances and folk songs and Community singing.*

(8) *National songs.*

(9) *Signalling.*—Advanced field work.

(10) *Knowledge of civil institutions.*—How to make use of—

The Post office—The Telegraph office—The Telephone. The working of Ration offices—ration shops—railways—banks—municipal offices—Police stations—village headman's offices—Courts—How to speak on the telephone where this is available.

(11) *Knots and lashings.*—In addition to what is prescribed for Form III, square lashing, diagonal lashing, trestle building, building huts and shelters.

(12) *Fire lighting* in the open, cooking a simple meal.

(13) *Child nursing and looking after children.*

(14) Farces and dramas.

PART II-B. SPECIAL PROFICIENCY TRAINING.*

PROFICIENCY BADGE—JUNIOR GRADE.

(*a*) *Swimmer*: Must be able to swim 15 yards.

(*b*) *Athlete*: Must be able to show how to sit correctly and the proper method of walking and running and should have practised regular bodily exercises for a period of six months and must come up to standard in certain sports events (details to be fixed in consultation with Physical Education department).

(*c*) *Carpenter*: Must be able to use a hammer for driving a nail correctly, use the screw driver for driving screws, cut with the help of a saw breadthwise a plank of half an inch thickness and 4 inches in width, and be able to make a dealwood packing case of the size 9 inches by 9 inches with top and bottom.

(*d*) *Folk-dancer*: Must have taken part in ordinary folk dances and should know at least six different kinds of folk dances including kummi, kolatatam, etc.

(*e*) *Cyclist*: Be able to ride a cycle, clean and oil it.

(*f*) *Pioneer*: Must be able to tie the following knots correctly and also explain their uses—reef knot; sheet bend, clove hitch, sheep shank, fisherman's knot, bowline, middleman's knot, manharness knot: must be able to make flag-staff with three staves, using the parallel lashing and guy ropes; and must know how to construct an improvised tent with staves and bed-sheets or the like.

(*g*) *Rescuer*: Must be able to swim 50 yards and be able to undress while swimming; should be able to rescue a tired swimmer; should be able to demonstrate the Schafer method of artificial respiration; should be able to throw a life line within 1 yard of an object floating 10 yards away.

(*h*) *Sick nurse*: Should know and be able to demonstrate how to prepare and ventilate a sick room; how to give medicine and to take the temperature of a sick person, and maintain a temperature chart; how to apply fomentations

* This is dealt with as Part III of the Guide Book.

and poultices; how to make the bed for sick persons; how to keep the sick room neat and tidy.

(*i*) *Craftsman* (*Craftswoman*): Must be able to make an article by any one of the following methods—carpentry, moulding, needlework, fret-work, knitting, basket making; and must be able to teach the same to another.

(*j*) *Nature lover*: Must be able to identify the common birds of the locality; and be habitually observing their habits and ways; must maintain a collection of bird feathers and be able to identify them; must know the principal fruit-bearing trees of the locality; and be able to identify them from far and near; must be able to recognize animals, domestic and wild, by their cries and make inferences as regard their plight; must maintain a collection of dry specimens of leaves and flowers; and should be able to identify three medicinal herbs, and know their use as such.

NOTE.—(1) It is not intended that every pupil should try all the proficiency badges. Pupils should choose according to their taste and inclination. The teacher should be able to help the pupil.

(2) Suitable badges should be devised and these should be issued to pupils who qualify for them.

(3) The tests for these badges should be very strict. The school authorities should appoint the necessary examiners. It is desirable that independent examiners are appointed.

PROFICIENCY BADGE—SENIOR GRADE.

(*a*) *Swimmer*: Must be able to swim on the breast and the back for an aggregate of 50 yards and be able to undress under water while floating; and be able to dive from a height not less than 5 feet and pick up small objects from the bottom.

(*b*) *Athlete*: Must be able to demonstrate correct method of sitting, standing, walking and starting in a race; must bear evidence of proper training and of taking regular bodily exercise; pass two tests to be prescribed in consultation with the Department of Physical Education and must have taken part in school athletics.

(*c*) *Carpenter*: Must be able to drive in nails and screws correctly; make packing case using half-inch plank and nails 1½ inches long; divide lengthways with a saw an ordinary plank 2 feet long with the cut deviating not more than 1/16th of an inch; sharpen a chisel and a plane iron; make a tenon and mortice joint and dovetail two pieces of wood together. He should also produce a simple article of furniture like a stool.

(*d*) *Folk-dancer*: Must have taken part in and know 12 different types of folk dancing; must know the folk-stories or folk-lore connected with such dances and be able to teach any of the folk dances he knows.

(*e*) *Cyclist*: Should be able to ride a cycle and keep it in good running order, mount and dismount by the pedal; mend a puncture, remove and replace brakes and wheels and adjust any part of a cycle.

(*f*) *Pioneer*: Should be able to tie and explain the use of the reef-knot, sheet bend, clove hitch, timber hitch, sheep shank, fisherman's knot, double sheet bend, draw hitch or highwayman's hitch, and chair knot; should know how to use the following lashings, namely, sheer lashing, figure of eight lashing, square lashing, parallel lashing, diagonal lashing, build a triangular trestle and a square trestle with staves or poles not less than 5 feet in length, construct a simple shelter or a hut suitable for a party of four using natural materials; and should have taken part in the construction of a simple bridge, with a span not less than 10 feet in width.

(*g*) *Rescuer*: Must know and be able to demonstrate methods of rescue and release from the clutch of a drowning man, and be able to rescue and carry him over a distance of 10 yards; must be able to swim 50 yards and dive to a depth of 10 feet and bring up small objects thrown to the bottom; must be able to undress while swimming; demonstrate the Schafer method of artificial respiration and bringing about warmth and circulation; and be able to throw a life line to within a yard of an object floating 15 yards away.

(*h*) *Sick nurse*: Should know and be able to demonstrate how to choose, prepare and ventilate a sick room; how to wash, give medicine to a patient and take his temperature, and maintain a temperature chart; how to prepare invalid food, prepare poultices and apply fomentations; how to make bed for a sick person and to change the sheets, how to help a sick person, to bear the tediousness of being in bed.

(*i*) *Craftsman* (*Craftswoman*): Must know any three of the following, namely, carpentry, joinery, needlework, knitting, basket-making, leather work and be able to make a useful article in each of the three selected.

(*j*) *Nature lover*: Must have made an earnest study of birds, by watching them for a period of at least six months and be able to identify eight varieties of birds of the locality and know their habitats and habits and cries; must have made a careful observation of plants and trees of the locality and be able to recognize them from far and near; must have observed animals, domestic as well as non-domestic and know something about their habitats and habits; must have made a careful study of medicinal plants and know their uses; and be able to point out and identify the Pole Star, the Southern Cross, and three Constellations on the Zodiac.

NOTE.—(1) It is not intended that every pupil should try all the proficiency badges. Pupils should choose according to their taste and inclination. The teacher should be able to help the pupil.

(2) Suitable badges should be devised and these should be issued to the pupils who qualify for them.

(3) The tests for these badges should be very strict. The school authorities should appoint the necessary examiners. It is desirable that independent examiners are appointed.

PROFICIENCY SCHEME AVAILABLE FOR THE ADVANCED GRADE.

Forms V and VI.

Every pupil is expected to win one of the badges under each of the following four groups : –

(i) *Agricultural Group.*—(*a*) Bee Farming, (*b*) Poultry Farming, (*c*) Gardening, (*d*) Dairyman or (*e*) Naturalist.

(ii) *Service to others Group.*—(*a*) Fireman, (*b*) Entertainer, (*c*) Friend to Animals, (*d*) Friendship or (*e*) World Friendship.

(iii) *Individual Efficiency Group.*—(*a*) Swimmer, (*b*) Rescuer, (*c*) Handicraft, (*d*) Healthy man, (*e*) Public Health man or (*f*) Hiker.

(iv) *Help at Home Group.*—(*a*) Home Nursing or (*b*) Child Nursing.

The requirements for these are the same as are prescribed by the Scout and Guide Associations.

When a pupil qualifies for at least one badge from each of these four groups he is entitled to a special badge.

Separate badges may be given for winning one badge from any two of the above groups.

All badges are provided by the schools, each school maintaining its own form and design.

The tests for these badges should be strict. The school authorities should appoint the necessary examiners who may be any one other than the class teacher.

NOTE.—The Syllabus will be in force up to the end of 1950-51 subject to any changes to be made during the period.

APPENDIX IV.

A SUGGESTION FOR WORKING OUT THE PRESCRIBED SYLLABUS.

Syllabus for Form I.

Period. (1)	Routine activities every day (25 minutes). (2)	Special topics (35 to 40 minutes). (3)	Inspirational talks (15 minutes). (4)	Out-door rambles and excursions, also camps. (5)
July and August ... Probable number of days—8. Duration—1 hour 20 minutes each day.	1 School and class room cleaning. 2 Personal cleanliness and personal hygiene. 3 Assembly and flag salute. 4 Spinning. 5 Orderly movment.	Compass games and sense of direction. Tracking games and treasure hunts. Health practices, personal cleanliness and personal hygiene. National Flag—Composition—Significance—Right way to fly. National songs. Knots—Whipping Rope end. Reef-knot, sheet-bend, clove-hitch-uses and application. Games involving use of knots. Road sense—Safety First Rules.	Lives of Gandhiji, Jawaharlal Nehru. Bharathi, the Poet. Tagore and other National heroes. " Do as you would be done by."	Tracking games in the open. Treasure hunts. Visits to places of interest like the river, the village market on shandy day or a Government office or Post office or hospital.

NOTE.—(1) Five out of the eight days will be spent near the school in open space where these practices and activities are given. The remaining three days are for rambles, excursions and visits.

(2) Make a beginning with the special topics and make progress to the extent possible.

Period. (1)	Routine activities every day (25 minutes). (2)	Special topics (35 to 40 minutes). (3)	Inspirational talks (15 minutes). (4)	Out-door rambles and excursions, also camps. (5)
September and October. Probable number of days—6. Duration—1 hour 20 minutes each day.	1 School and class room cleaning.	Sense training games.	Lives of Heroes like Asoka, Tilak, and Rulers like Shivaji and Akbar, Rana Pratap.	Camping out—Visits to rivers or the country-side, and "exploring" — Watching birds and animals, watching villagers at work. Visit to Government office or Institutions.
	2 Personal cleanliness and personal hygiene.	Folk songs and folk dances.		
	3 Assembly and flag salute.	National songs.		
	4 Spinning.	Observation practice and game.		
	5 Orderly movement.	Collections.		
	In addition there will be practice of important subjects like Road sense and Kerb Drill, Health and Hygiene covered during July and August.	Handicrafts.		
		Topics left over from the previous two months. (These should be given attention in preference to others.)		

NOTE.—(1) Three days are for visits and out-door rambles and three days for work near about the school compound.

(2) Things learnt during previous months or at previous meetings should be practised through games and in other suitable manner.

November and December. Probable number of days—6. Duration—1 hour 20 minutes each time.	1 School and class room cleaning. 2 Personal cleanliness and personal hygiene. 3 Assembly and flag salut. 4 Spinning. 5 Orderly movement.	Topics left over from previous months to be given preference. Games and exercises involving the special topics dealt with in the previous four months. First Aid treatment for minor injuries like cut finger—Grazed knee—Grit in the eye—Foreign body in the ear—In the nose.	Talks dealing with the greatness of the country. Talks on the lives of heroes.	Rambles and out-door excursions for nature study and nature collection. Visits to places of interest—Visits to beauty spots near about like the sea, or big lake or big river or other good spot.
	Practice of important subjects as before. Additional sense training and observation—Practices and strolls.	Message carrying use of verbal messages. Orderly movement.		

NOTE.—(1) Two days for strolls and excursions and four days for work near about the school.
(2) Revision through games.
(3) Instil love of country and a spirit of patriotism through talks and personal example.

Period. (1)	Routine activities every day (25 minutes). (2)	Special topics (35 to 40 minutes). (3)	Inspirational talks (15 minutes). (4)	Out-door rambles and excursions, also camps. (5)
January and February. Probable number of days—6. Duration—1 hour 20 minutes each time.	1 School and class room cleaning. 2 Personal cleanliness and personal hygiene. 3 Assembly and flag salute. 4 Spinning. 5 Orderly movement. More revision through games and practice of habit building exercises.	Topics left over from previous months. Practising activities which build up character traints—Games and activities of out-door type.	Deeds of heroism of great Indians. National songs.	Out-door rambles and a week-end camp in a good camp-site.

NOTE.—(1) Two days for strolls, etc., and four days for work near about the school.
(2) Revision through games.
(3) Instil love of country and patriotism through talks and example.

NOTE.—A similar syllabus can be drawn up for Form II on these lines.

Syllabus for Form IV.

Period. (1)	Routine activity (25 minutes). (2)	Special topics (35 minutes). (3)	Talks (20 minutes). (4)	Strolls, excursions and camps. (5)
July and August ... Probable number of days 8. Duration 1 hour 20 minutes each time.	1 Personal cleanliness and personal hygiene. 2 School cleaning and tidiness. 3 Assembly. 4 Flag salute. 5 Orderly movement.	National songs. National Flag—Its composition—Respect due to the flag—How to hoist it. Observation—Sense of direction—Stars—Compass points—Road sense—Kerb drill—Knowledge of locality—The streets round about the school—Principal shops—Institutions—Trade. Orderly movement—Whistle signals—Drill by signs.	Heroes of India and Heroic deeds. Greatness of the country. The great rivers and mountains.	Tracking games and Treasure hunt. Stroll—Observation of people—Sanitation of streets—Simple maps of street junctions.

NOTE.—Three days for outings, etc., and five days for activity near about the school. Spinning is done every day.

Period. (1)	Routine activity (25 minutes). (2)	Special topics (35 minutes). (3)	Talks (20 minutes). (4)	Strolls, excursions and camps. (5)
September and October. Probable number of days 6. Duration 1 hour 20 minutes.	1 Personal cleanliness and personal hygiene. 2 School cleaning and tidiness. 3 Assembly. 4 Flag salute. 5 Orderly movement. 6 Signalling practice—First-aid practice.	First Aid—Simple injuries, how to dress a cut finger—Elementary Bandaging—Observation—Stories in sand and practice leading to same. Maps of small localities near the school. Folk song—Song about Krishna or songs relating to seasonal activities. Folk dance. Signalling—The semaphore Alphabet.	Heroes of India and Heroic deeds. Greatness of the country. The great rivers and mountains.	Visit to Nursing Home—Watch Doctor and Nurses at work. Out-door camp in improved shelter, uses of knots, fire-lighting.

NOTE.—Three days for outings and three days for activities near the school. Spinning is done every day.

Months. (1)	Routine activity (25 minutes). (2)	Special topics (35 minutes). (3)	Talks (20 minutes). (4)	Strolls, excursions and camps. (5)
November and December. Probable number of days 6. Duration of 1 hour 20 minutes.	1 Personal cleanliness and personal hygiene. 2 School cleaning and tidiness. 3 Assembly. 4 Flag salute. 5 Orderly movement. 6 Signalling practice—First-aid practice.	Civil institutions 1—Knots and lashings. Child nursing and looking after children. Farces and Dramas Path finding— (*a*) Medical profession. (*b*) Useful offices. (*c*) Land marks and civil institutions. (*d*) Cultivated tracts ... Flags of other countries—Signalling—Sending and receiving messages.	Heroes of India and Heroic deeds. Greatness of the country. The great rivers and mountains.	Visit to Telephone—General Post Office, High Court, Railway Workshops, Police Station. Preparing Directory of Doctors, nurses within half mile and meeting them. Out-door camp.
NOTE.—Three days for outings and three days for activities near the school. Spinning is done every day.				
January and February. Probable number of days 5. Duration of 1 hour 20 minutes.	Signalling practice—First-aid practice.	Observation practices. Sense Training games. Observation of tracks and Stories on sand. First Aid—Artificial Respiration. Simple fractures.		

		Transport.		
		Map reading—Preparing an imaginary tour round about Madras.		
		Path finding—From Year's experience—Drawing up a Directory.		Exhibition of work of the kind during "Scout Day" or on other days.
		Knots and lashings—Building shelters and simple bridges.		
Throughout the year	......	Spinning, drawing and sketches handicraft.	...	...

NOTE.—A similar syllabus can be drawn up for Form III.

APPENDIX V.

FORMS.

No. 1.

For Forms I and II.

CITIZENSHIP ACTIVITY IN SCHOOLS.

INDIVIDUAL PROGRESS RECORD.

Name of pupil——————————Class——————Squad——————

Number.	I. Citizenship activity.			II. Proficiency badges.			III. Teacher's impressions.
	Kind of Citizenship Activity.	Completed.		Name of badges. ‡	Passed.		Sense of leadership, responsibility, spirit of co-operation, self-reliance and other characteristics and citizenship attributes. Mention special school activities in which the pupil took part.
		Date.*	Class teacher's signature.		Date.†	Examiner's signature.	
1	National flag						
2	Knots						
3	Tracking						
4	Compass						
5	Health						

6	Road sense						
7	Sense training						
8	Observation						
9	Care of clothes						
10	Folk songs, Folk dances, Group singing ..						
11	National songs						
12	Collections						
13	First aid						
14	Messages and signalling ..						
15	National heroes						
16	Orderly movement— Posture-gait						
				Total number of proficiency badges ..			

Signature.

* The date to be entered is the date on which the teacher feels that the pupil has attained a proper degree of proficiency, or examines him and passes him.

† This date will be the date on which the independent examiner examined the pupil and considered him fit.

‡ The names of the proficiency badges won are entered here as they are won, one after another, with the date of the examination and the signature of the Examiner.

For Forms III and IV.

No. 2.

CITIZENSHIP ACTIVITY IN SCHOOLS.

Individual Progress Record.

Name of pupil——————————Class——————————Squad——————

For the year——————————.

Number.	I. Citizenship Activity.			II. Proficiency badges.			III. Class teacher's impressions.
	Kind of Citizenship Activity.	Completed.		Name of badges.‡	Passed.		Sense of leadership, responsibility, spirit of co-operation. self-reliance and other charecteristics and citizenship attributes. Mention special school activities in which pupil took part.
		Date.*	Class teacher's signature.		Date.†	Examiner's signature.	
1	Flag						
2	Orderly movement ...						
3	First aid						
4	Observation, etc. ...						
5	Map reading						
6	Knowledge of locality ...						

7	Folk-dance, Folk-songs, Community singing ...						
8	National songs						
9	Signalling						
10	Sense of direction ...						
11	Knots and lashings ...						
12	Fire lighting			Total number of proficiency badges.			
13	National heroes						
14	Play acting						

Signature.

* The date to be entered is the date on which the teacher feels that the pupil has attained a proper degree of proficiency, or examines him and passes him.

† This date will be the date on which the independent Examiner examined the pupil and considered him fit.

‡ The names of the proficiency badges won are entered here as they are won, one after another, with the date of the examination and the signature of the Examiner.

No. 3.

CITIZENSHIP ACTIVITY IN SCHOOLS.

HEALTH PRACTICES—INDIVIDUAL RECORD—FORM II.

Name of School

Name of pupil   Age

Class   Section

For the month of   19   .

Health practices.	Date.							
	1	2	3	4	5	6	7	And so on.
1. I took my bath *								
2. I washed my mouth and properly rinsed it both before and after each meal.								
3. I cleaned my teeth before going to bed.								
4. I played actively in the open air and I was careful to breathe through the nose through out the day.								
5. I chewed my food carefully and well.								
6. I slept...** hours the previous night giving full access to fresh air and without covering my head or face.								
7. I visited the latrine and had proper "clear out".*								
8. I drank plenty of water before and after each meal rather than with meals.								
9. I held myself erect and smart when walking, standing and sitting.								
10. I was careful not to spit or cough or sneeze indiscriminately and without covering my face and my mouth properly.								

NOTE.—(*a*) The above ten points are based on the Health Game suggested for Red Cross Juniors.

(*b*) The pupil makes the entries himself. Health is a personal responsibility.

(*c*) In the case of items marked with * enter time; in the case of the item marked with ** enter the duration in hours. In other cases a tick mark is made to show that the Health Duty was properly attended to.

(*d*) At the end of the month, this form is collected and preserved among the class records.

No. 4.

CITIZENSHIP ACTIVITY IN SCHOOLS.

RECORD OF HEALTH PRACTICES AND PERSONAL HYGIENE—FORM I.

For the month of 194 .

School

Class Squad

Maximum marks : Hands = 1, Nails = 1, Feet = 1, Hair = 1, Teeth = 1, Clothes and personal appearance = 5. Total 10.

Serial Number.	Names of pupils.	Date.						
		1	2	3	4	5	6	etc.
1								
2								
3								
4								
5								
6								
7								
8								
	Total ...							
	Initials of the C.P.L.							

1. The marking is done by the Class Pupil Leader. In the early stages, the class teacher should also be present at the morning inspection, and help the Class Pupil Leader to judge.

2. The total goes to the credit of the squad. A careful pupil contributes to the success of the squad, and a careless one pulls the squad down. Squad unity and squad spirit are developed in this manner.

3. At the end of the month, this form is collected and preserved among the class records.

APPENDIX VI.

PROVINCIAL TRAINING COURSE FOR CITIZENSHIP TEACHERS.

Training Syllabus.

Part I—Development of Social Sense.

1. Why Citizenship training? How right type of training helps the pupil to grow into a useful type of Citizen? General ideas of Citizenship.

2. Qualities which make for citizenship—how are these qualities to be acquired—Citizenship activities and how they instil citizen attributes.

3. Suitable activities for Citizenship training. How these activities can be worked in the school—the Citizenship "hour" in the school time-table.

4. The three different aspects of Citizenship Training.

5. Facilities needed for Citizenship training.

6. School organization—as a means of helping Citizenship training—The School Republic—Representatives of the school—Representatives of the class—The Squad—Squad Leaders—Division of duties within the school—outside the school—assignment of duties—to Squads—to Committees—the Class Council—The School Council—Activities of this type valuable in Citizenship training.

Part II—Activities.

Citizenship activities.	*Allied topics.*
1 *National Flag.*—Its composition and significance—the Asoka Wheel—Flag as leading to study of History—as stimulating patriotism.	How to instil patriotism in the minds of the young—Flag salutation and school Assembly—Celebration of Independence Days—and other days of national importance.
Reverence due to the Flag	......
How to hoist the Flag. Flag etiquette. Flags of other Nations of Asia and the rest of the world. Courtesy due to other Flags.	......
Ceremonials	......
2 *Orderly Movement*: Drill as a means of developing smartness—"Fall in" "Form Column" "Marching"—Other commands—whistle signals—Hand signals—Correct posture while standing and sitting and correct gait while walking.	......

Citizenship activities.	*Allied topics.*
The use of orderly movement in service to maintain order and at gatherings and on ceremonial occasions of Civic, Social and National importance.	Special Drill for emergencies like street accidents—Fire, etc., and for regulating crowd. The Scrum. Fire drill—Use of the chain of buckets—The use of the chair knot and bowline.
3 *First Aid*: Elementary principles—Minor accidents—Elementary first aid—Simple fractures—Fire—Drowning—Electric shock—Run-away animals—The place of First Aid in Service to the community.	Bathing precautions—Swimming—Correct styles—Practical hints—Drowning accidents—Artificial respiration.
4 Health principles and practices—How to make it the responsibility of the pupil—Mark sheets—Record books—Inspections—Sanitation—Practical measures to maintain sanitary conditions.	Securing parental co-operation in the matter of the health of the pupil—Obtaining the co-operation of the public by persistent demonstrations like street cleaning campaign—Relationship of personal hygiene to civic hygiene—The first useless without the second—Protective and Prophylactic measures.
5 Tracking Games and Treasure Hunts—How organized and how these can be varied from time to time. Treasure Hunts of advanced type—Their scope as leading up to pioneering and exploration for the country's cause.	Landmarks and their value—How to observe them and to keep them in mind—Habit of looking wide and going about with eyes open—Games using these ideas.
6 Road sense—Rules of the road—Safety rules—Crossing busy streets—Kerb Drill—Road sense as a part of Civic sense—Courtesy on the road between pedestrians and vehicles—Drivers among themselves—And with each other.	How to take school parties marching through streets—Precautions during day and during night marches.
7 Compass games—Developing sense of direction—Useful habits of observation—How developed—Compass points use of when explaining things—When making sketches—Direction sense—Through suitable games.	Treasure hunts with fictitious maps enabling the use of compass points. Developing direction sense by one's own desire and initiative—How to encourage this.

Citizenship activities.	*Allied topics.*
8 Sense training games—for sense of smell—Hearing—Touch—Taste—The value of such exercise—Sharpness and quickness—Danger arising from snuff, cigarettes, chewing, etc.—Training in memory—Through memory games—Verbal messages—Verbal reports.	How our sense of smell, etc., is intended to be protection of the human body.
9 Observation games—Games and practices which will develop keenness of observation—Stages of self-training on these lines. Observation as being helpful for understanding the needs of others and helping them.	Character study particularly of strangers—The relation between inner character and outward appearance—How to develop powers of observation on these lines.
10 Care of clothes—Mending them—Use of needle and thread—Sewing buttons—Darning—Mending in other ways—Folding the clothes and putting them away—Washing the clothes and ironing them.	Clothes economy—Health through clothes—Plain living. A well arranged clothes almirah or box.
11 Collection of specimens of various kinds of stamps and other articles—Value of collections—How to instil the desire and how to develop it to best advantage—Contributing to enrich local museums.	Collections during rambles, and round about camps. The School Museum—How the pupils can help them. Visits to Museums—Nature rambles—Nature lore.
12 Observation and tracking—Methods of developing habits of reading "Signs" and making "deduction" as a healthy exercise and as a hobby—It arouses interest in things—It puts one on guard. Sand plot for tracking exercises—Advanced practice including stories on sand.	Reading "signs" how helpful for the First Aider—And for the Doctor—And for the man who wants to help. Detective stories—Crime detections and the work of the intelligence service—Plaster cast—How made—How used in games—Stalking—Precautions to be observed while playing stalking games—Borrowing ideas from nature—Protective colouration—Mimicry in nature—Specimens—Stick insect—Leaf insect, etc.
13 Map Reading—What does a Map tell us? How to find out what we want—Conventional signs—Maps of various kinds—Actual use of maps in wide games.	Elementary Map Sketching—Memory Maps—Thumb nail sketches—Self-reliance in travelling—Service in assisting and guiding others.

	Citizenship activities.	*Allied topics.*
14	Knowledge of locality—How to pick up a working knowledge of the important details of the locality—Slow and systematic exercise—How planned—How stimulated—How to utilize the knowledge gathered.	Knowledge of places of Historical interest—History of the town—Visits to the various institutions, offices, etc.
15	Folk dances—Folk songs—Value of such—Charming as art—Make us love our fellowmen—Make for equality—Culture—Art—Entertainment—Group enjoyment—Make the whole world kin.	Useful hints on how to get up School Entertainments—What to avoid—What to bring in—Entertainment as service to the community.
16	National songs—Value of these—What songs? How are they used? Respect due to them.	National poets like Tagore—Bharati and others—How to instil patriotism.
17	Signalling—Use of the Flag—Use of the whistle—And the torch—Why signalling—How it can be made use of—Training aspect of it—Utility aspect of it—How interest is kept alive through games and practices.	Use of smoke signals—Distress signals—Signals in ships—Road signals—Trade signals—Universal sign language—Picture writing.
18	Directions by sun and stars—Star study of an elementary kind—Time by sun and stars—Simple star lore—Traditional verses for identifying the Constellations and for telling time.	The Constellations—The principle nakshatrams—story of the Heavens.
19	Knowledge of Civil Institutions—Post—Telegraphs — Telephone — Ration Offices—Ration Shops—Railways—Banks—Municipal Offices—Police Station—Hospital—Village Institutions.	The place of communications in National Unity — Inter-regional relief of distress—Special scope of Co-operative Societies—Thrift—Necessary and unnecessary expenditure—Evils of speculation and gambling.
20	Knots and Lashing—Use of ropes—Care of ropes—Proper knots—Lashings—Trestles — Huts — Shelters — Neat maintenance of curtains—Thatties—Clothes linen—Fences, etc., in and around home and school.	Camp gadgets with sticks and ropes—Comfort in Camp.

Citizenship activities.	Allied topics.
21 Fire-lighting in the open—Why ?—Cooking—A simple meal—Eating habits—Cleaning plates—Mugs—place—Hospitality—Homely—Lavish Fellowship—Display—Produce extravagance—Nutritious food—Tasty food—Evils of stimulants.	Danger from fires—How prevented—How dealt with when they arise—Fire precautions in schools—In Homes.
22 National Heroes—Gandhiji and his teachings—Past line of heroes—Living heroes.	India's struggle for Freedom—1857 to 1947—Galaxy of men and women and their contributions.
23 Play Acting—Why ? What sort of plays—How ?—Progressive training—Preparation of Plays for School Functions.	The School Stage—Its requirements—The use of the stage as valuable Education.
24 Social Behaviour—Development of sense of neighbourliness—And brotherhood—World Friendliness.	......

Part III—Use of Leisure.

The Proficiency Badge Scheme—Junior and Senior and Advanced—How to give incentive—How to give encouragement—Method of testing.	......

General Aspects.

1 The method of approach in giving instruction in Citizenship subjects—How this work should differ from the teaching of other subjects—The play way—Child outlook—Learning by doing—Out-door emphasis—Personal attitude of the Instructor—Essentials for Success :— Right place : Right time. Right spirit : Right type of work :	......
2 The Citizenship Scheme for various classes—How to sketch a "Time-table"—How to work it out.	......

Citizenship activities.	*Allied topics.*
21 Fire-lighting in the open—Why ?—Cooking—A simple meal—Eating habits—Cleaning plates—Mugs—place—Hospitality—Homely—Lavish Fellowship—Display—Produce extravagance—Nutritious food—Tasty food—Evils of stimulants.	Danger from fires—How prevented—How dealt with when they arise—Fire precautions in schools—In Homes.
22 National Heroes—Gandhiji and his teachings—Past line of heroes—Living heroes.	India's struggle for Freedom—1857 to 1947—Galaxy of men and women and their contributions.
23 Play Acting—Why ? What sort of plays—How ?—Progressive training—Preparation of Plays for School Functions.	The School Stage—Its requirements—The use of the stage as valuable Education.
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2 The Citizenship Scheme for various classes—How to sketch a "Time-table"—How to work it out.	......